

**THE EXPERIENCES OF SCHOOL MANAGEMENT TEAMS IN IMPLEMENTING
AND MANAGING ANTI-BULLYING POLICIES IN TSHWANE-SOUTH PUBLIC
HIGH SCHOOLS**

by

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DECLARATION

I, Mignonne Gerli, declare that **The Experiences of School Management Teams in Implementing and Managing Anti-Bullying Policies in Tshwane-South Public High Schools** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



18 November 2019

Signed

Date

Mignonne Gerli

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ABSTRACT

The purpose of this study was to explore the experiences of School Management Teams (SMTs) in implementing and managing anti-bullying policies in public high schools in the Tshwane South District of the Gauteng Province. This study was prompted by the global concern about bullying in schools and the need for schools to create safe spaces for learning. While the literature regarding bullying is substantial and much literature points to the need for sound anti-bullying policies to curb bullying, bullying is still rampant in many South African Schools.

In this study, a qualitative approach was taken to explore SMTs implementation and management of anti-bullying policies in high schools in the Tshwane South District. Interview schedules and a measurement rubric were used as research tools for gathering data to analyse the experiences of the SMTs in managing bullying through anti-bullying policies.

Key terms:

Bullying, Anti-bullying policies, Code of Conduct, School Management Teams, Educators, Perpetrators, Victims, Consequences of bullying, Teacher training, Children's right to safety

ABBREVIATIONS

| | |
|-------|--|
| CJCP | Centre for Justice and Crime Prevention |
| DBE | Department of Basic Education |
| DO | Discipline Officer |
| DOE | U.S. Department of Education |
| EFA | Education for All |
| ERIC | Educational Resources Information Centre |
| GDE | Gauteng Department of Education |
| ICTs | Information and Communication Technologies |
| KHL | Kids Help Line |
| LGBT | Lesbian, gay, bisexual and transgender |
| NCLB | No Child Left Behind |
| NSW | New South Wales |
| SAIRR | South African Institute of Race Relations |
| SAM | School A: SMT member in charge of discipline |
| SBM | School B: SMT member in charge of discipline |
| SBC | School C: SMT member in charge of discipline |
| SDM | School D: SMT member in charge of discipline |
| SEM | School E: SMT member in charge of discipline |
| SFM | School F: SMT member in charge of discipline |
| SGM | School G: SMT member in charge of discipline |
| SAPS | South African Police Service |

| | |
|--------|--|
| SASA | South African Schools Act |
| SDGs | Sustainable Development Goals |
| SGB | School Governing Body |
| SHA | Safety House Australia |
| SMT | School Management Team |
| UDHR | Universal Declaration of Human Rights |
| UK | United Kingdom |
| UN | United Nations |
| UNCRC | United Nations Convention on the Rights of the Child |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNICEF | United Nations International Emergency Fund |
| UNISA | University of South Africa |
| USA | United States of America |

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CHAPTER 1

ORIENTATION

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The United Nations Educational, Scientific and Cultural Organisation (UNESCO), along with most Education Departments worldwide, postulates that children have a fundamental right to education. According to the *School Violence and Bullying: Global Status report*, “unsafe learning environments reduce the quality of education for all learners ... [and] ... bullying can also seriously harm the health and well-being of children and adolescents with adverse effects persisting into adulthood” (UNESCO, 2017a:5). Studies, such as those by subject experts like Geary (2014), Vira (2008) and Slonje and Smith (2008) have highlighted the dangerous and lasting effects (such as loneliness, low self-esteem, anxiety, depression, academic difficulties and suicidal ideation) of the various forms of school violence and bullying on victims and offenders. This is cause for concern, not only for the current well-being of children but also for their mental health into adulthood. Dan Olweus, creator of the *Olweus Bullying Prevention Program*, states that “a person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself” (UNESCO, 2017b).

A sentiment echoed in a number of recent studies (Tettegah, Betout & Taylor, 2006; Stoel, 2011; CJCP, 2012; Notar, Padgett & Roden, 2013; Geary, 2014) that relate to bullying is that it is the right of all children to learn in safe school environments. The Department of Basic Education (DBE) in South Africa “takes school safety very seriously ... and has put in place various policies and measures to ensure the safety of learners” as well as other “stakeholders in schools” (DBE, 2018a). It is the DBE’s stance that schools play a critical role in ensuring the safety of the learners and in instilling discipline. The DBE expects public schools to have developed a Code of Conduct for learners as the DBE holds schools “directly

responsible for providing an environment conducive to the delivery of quality teaching and learning by ... promoting the rights and safety of all learners, teachers and parents” (DBE, 2018a).

However, the DBE does not expect schools to formulate policies or codes of conduct unaided, and for this reason, the DBE has created the *School Safety Framework*. It has equipped public schools with tools to assess the level of safety in each school and how management is addressing *problem areas*. Using “*The School Safety Framework Educator and Learner Surveys* to assess the situation, extent and dynamics surrounding bullying”, schools can determine the levels of antisocial behaviour in their particular school and “how best to respond” as recommended by the Centre for Justice and Crime Prevention (CJCP) (CJCP, 2012:4).

The DBE’s *School Safety Framework*’s key goal is “to develop and maintain a safe, welcoming, violence-free learning environment” (CJCP, 2012:2). The *School Safety Framework* is in line with John Rawls’ view that a “prerequisite for a viable human community [is a] measure of agreement in conceptions of justice” (Rawls, 1999:5). According to Rawls (1999:5), without agreement on what is unjust and just, it is difficult to coordinate individual ideas and plans competently to ensure that decisions are beneficial to the community as a whole. The *Addressing Bullying in Schools* workbook (CJCP, 2012) gives clear guidance as to what constitutes bullying and the measures schools need to take to ensure the safety of all learners as well as what is beneficial to the school community as a whole.

The *School Safety Framework* and guidance from the DBE are of vital importance as bullying is a problem in South African schools. South Africa had the highest “percentage of grade four students who reported being bullied at least once a month” (UNESCO, 2017d) Seventy-eight per cent of the grade fours in South Africa surveyed reported being bullied at least once a month. Forty-nine countries were surveyed. Another study, by Naser, Ovens, van der Merwe, Morodi and Ladikos (2003:6), found that bullying was reported by 61% of their sample group, which comprised of a group of high school students in Tshwane, Gauteng.

Townsend, Flisher, Chikobvu, Lombard and King (2008, cited in Protogerou, 2012:2) found that 52% of Grade 8 students in Cape Town reported being bullied.

All public schools must have policies that adhere to the expectations of the DBE with regards to anti-bullying policies and procedures. South Africa is divided into nine provinces, with many school districts within each province. According to a survey by the South African Institute of Race Relations (SAIRR) there were 24 451 schools in South Africa in 2010 (News24, 2012). Current statistics indicate that “there are over 25 000 public schools in South Africa” (DBE, 2018b). It is near impossible for the DBE to monitor whether schools are making use of the Educator and Learner Surveys created by the DBE, when studying the extent and forms of bullying prevalent in individual schools, available in *The National School Safety Framework*, Part B (DBE, 2016). Similarly, it is a mammoth task for the DBE to determine whether schools are using the workbook created by the CJCP, for the DBE, titled *Addressing Bullying in Schools*, first published in 2012, when drafting or amending their anti-bullying policies. This study focuses on seven high schools in Tshwane South, specifically observing whether they comply with the expectations of the DBE with regards to bullying in schools and how this issue is managed.

As yet, I have not found studies that focus on the quality of anti-bullying policies and schools’ adherence to anti-bullying policies in public schools in South Africa in my literature review. Sound anti-bullying policies are vital as children’s lives and best interests are at stake. A case in point is the incident in September 2017, where a 13-year-old boy died, “possibly as a result of injuries he sustained while fighting off bullies at his school in Ekurhuleni” (Theletsane, 2017). Therefore, studies focusing on the quality of public schools’ anti-bullying policies and the procedures followed when bullying is detected or reported are of great importance.

This study focuses on a variety of public high schools in Tshwane South – from low-income schools to middle-to-high income schools. In addition, this study explores teacher education in the area of bullying and studies teachers’ knowledge of, understanding of and compliance with their school’s anti-bullying policy. I

interrogated each school's anti-bullying policy, determining whether it is sound and whether it is being properly implemented. A further aim of this study is to ascertain whether School Management Teams (SMTs) in public schools are taking bullying seriously, and putting adequate policies in place to ensure a safe learning environment for all learners.

1.2 BACKGROUND TO THE RESEARCH

There are thousands of literary pieces relating to bullying, ranging from academic articles, policy documents, UNESCO documents and articles, Education Departments' policies and manuals, to news articles reporting incidents of bullying in schools, educator reactions as well as advertising of schools' anti-bullying awareness campaigns. Sifting through this wealth of information, I found several studies relating to the importance of school policies in dealing with the issue of bullying as well as studies relating to teacher and other school stakeholders' knowledge of and attitudes towards bullying. Several studies merged these areas of focus.

Vira (2008), Rigby (2007), Lee (2004) and O'Moore and McGuire (2001) stressed the importance of a sound anti-bullying policy as a means of intervention when tackling bullying in schools. Their articles also indicate what strong anti-bullying policies should contain. Notar et al. (2013) conclude that school anti-bullying policies (with the focus on cyberbullying) must "define cyberbullying ... have strong policies in place ... [and] train staff, students and parents on policy" (Notar et al., 2013:138). The key elements that Vira (2008), Rigby (2007), Lee (2004) and O'Moore and McGuire (2001) identify, as well as the findings of Notar et al. (2013), regarding schools' anti-bullying policies are used to form a framework against which the participating schools' anti-bullying policies are measured. With this study, I attempt to ascertain whether the anti-bullying policies of the schools participating in this study define bullying (all forms), have valuable policies in place and educate teachers about bullying and the school's policies relating to bullying.

When considering the requirements of anti-bullying policies, the consequences of bullying, including punitive measures, are also of importance. Notar et al. (2013)

suggest a number of punitive measures and, although they relate these to instances of cyberbullying, a number of these can be used as punishment for bullying in general. They suggest taking away “computer privileges, detention, suspension, or expulsion” (Notar et al., 2013:137). This study explores the punitive measures within the anti-bullying policies analysed and determines whether they are in accordance with the regulations of the DBE when considering punishment for wrongful actions.

Regarding policy, Vira (2008) further states that input must be given by learners as to how bullying manifests in their environment. An anti-bullying policy must be developed, using the data collected from the learners while drafting (or amending) the anti-bullying policy. Furthermore, the “New UNESCO Report on School Violence and Bullying to be released at the International Symposium on issues affecting millions worldwide” quotes Professor You Kyung Han who said that “the first step in preventing school violence and bullying is to understand the extent and nature of the problem” (UNESCO, 2017c:2). For this understanding to take place, learner input must be received and studied. I agree that input from learners and teachers is vital when drafting an anti-bullying policy, as the dynamics of bullying may vary from school to school and area to area. This is also in line with the DBE’s *School Safety Framework*, where Educator and Learner Surveys are meant to be used to assess the “extent [of] and dynamics surrounding bullying in the school” (CJCP, 2012:4). This study establishes whether learner input relating to bullying was received before the drafting or revising of the schools’ anti-bullying policies in this research. I also explore whether the participating schools use the Educator and Learner Surveys as part of the process.

Another focus of this study is teachers’ knowledge of bullying, and their school’s anti-bullying policies, as well as teachers’ compliance with said policies. When considering teachers’ attitudes towards bullying, there are a number of studies that either touch on the topic or study teacher perceptions and attitudes as the focus of the study. In her *Position Paper on Protection and Preparation in Relation to Bullying in Schools*, published in 2014, Geary defines bullying (including

cyberbullying), shares a brief history of bullying and briefly discusses the consequences of bullying. She also discusses teachers' attitudes towards bullying and how Australia implements the provisions of the United Nations High Convention on the Rights of the Child (UNCRC) by means of legislation, that "are translated into bullying policies" (Geary, 2014:5). Geary (2014:6) highlights the importance of teachers' understanding of what constitutes bullying as well as their mandatory responsibility when made aware of or becoming aware of bullying taking place.

I agree that teacher education with regards to all facets of bullying is vital and this study focuses in part on teacher training and knowledge with regards to bullying, school policy and procedures within the schools which form part of this study. Tettegah et al. (2006) find that teachers need to have knowledge of the ways in which learners can use technology and need to be educated about "problems associated with cyber-bullying and victimisation" as well as how to "watch for possible signs [of cyberbullying]" (Tettegah et al., 2006:22). I agree with the findings, and part of this study focuses on the training teachers receive at their respective schools with regards to bullying and cyberbullying.

The Head of Discipline I spoke to, from an ex-model C school in Pretoria, reported that teachers do not always understand what constitutes bullying and will respond to an isolated instance of physical aggression as if it is bullying but will not recognise actual instances of bullying. Teacher education in the area of bullying is vital to the management and eradication of bullying in schools. Therefore, part of this study focuses on teacher education and knowledge relating to bullying and the schools' anti-bullying policies.

The final focus of this study is to explore SMTs' attitudes to cyberbullying in high schools in Tshwane South, as cyberbullying is a form of bullying that is receiving much attention in the field of research. Schools in the United Kingdom take the stance "that the responsibility to tackle cyberbullying issues does not lie mainly with them" (Slonje & Smith, 2008:148). This is a topic of contention as a "posh private school in Johannesburg was caught on the back foot when it tried to

mediate a feud [that had transpired on a social media platform] between two 12-year-old girls” (Govender, 2017:3). Both girls attended the school in question and one parent reported that her daughter was cyberbullied as she was pointedly excluded from a birthday party invite as the WhatsApp message read “add anyone you want except [the girl’s name] ... Go wild” (Govender, 2017:3). The school indicated in a newsletter that it would no longer involve itself in issues of a personal nature. Besides the attitudes of SMTs regarding cyberbullying, this study explores whether schools address cyberbullying in their anti-bullying policies.

1.3 PROBLEM STATEMENT

A School Safety Framework has been developed to serve as a management tool for Provincial and District Officials responsible for school safety, principals, Senior Management Team members, SGB members, teachers and learners to identify and manage risk and threats of violence in and around schools. The framework is critical in empowering all responsible officials in understanding their responsibilities regarding school safety. (DBE, 2018a.)

A large and growing body of literature has investigated bullying, its effect on children and school stakeholders’ attitudes to bullying. Many studies state that school policies relating to bullying need to be sound. Some studies, like *Tackling Bullying in the School* (Vira, 2008), offer useful guidelines as to how to draft anti-bullying policies and what they should contain. Although focusing on cyberbullying, an article titled, *Cyberbullying: Resources for Intervention and Prevention*, by Notar et al. (2013) also offers guidance as to ways in which parents, teachers and management teams can address bullying as well as ways for schools to draw up policies. It also highlights the need for teachers to be educated as to what constitutes bullying and cyberbullying. The CJCP, in its workbook titled, *Addressing Bullying in Schools* (2012), also gives sound guidance as to how schools can keep themselves safe for learners and how schools can adapt their anti-bullying policies.

Notwithstanding the many sources that can be referenced when drafting or adapting anti-bullying policies, the question remains whether schools are putting

policies and procedures in place to facilitate a safe learning environment for all learners whilst ensuring that they adhere to the *School Safety Framework* as set out by the DBE. As school environments differ, schools should have anti-bullying policies that are specific to the needs of their school and should not merely reproduce generic anti-bullying policies that are filed and forgotten. Another consideration is whether teachers understand what constitutes bullying and whether they know, understand and comply with their schools' anti-bullying policies.

Bullying is extremely harmful to the wellbeing of a child, and it is important to determine whether schools are taking the matter seriously, doing everything in their power to eradicate bullying from their schools.

This study aims to determine whether the schools participating in the study understand the expectations of the DBE with regards to bullying and it having no place in schools. The DBE has done much to equip schools with the necessary tools to ensure that each school in the country is a safe space. Studies are needed to determine whether schools can incorporate what they have been advised to do into their school policies and whether schools are applying their anti-bullying policies successfully. Furthermore, studies need to focus on educators in public schools and their knowledge of and adherence to the anti-bullying policy within their school. When speaking to the Head of Discipline at a large co-education school in Pretoria, it came to light that schools have a mammoth task to contend with when dealing with the issue of bullying. Educators are often unsure about what constitutes bullying and what does not. Whether schools interpret bullying in different ways is also worth studying as all schools should understand what truly constitutes bullying before actions are taken against children unnecessarily, causing harm to the children. Bullying is extremely harmful to the wellbeing of a child, and it is important to determine whether schools are taking the matter seriously, doing everything in their power to eradicate bullying from their schools.

The central and leading research question of this study is:

What are the experiences of School Management Teams [SMTs] in implementing and managing anti-bullying policies in public schools?

In line with the central research question, the guiding research sub-questions are:

1. How do SMTs implement and manage anti-bullying policies?
2. To what extent do SMTs use the workbook, *Addressing Bullying in Schools*, when compiling or adapting their anti-bullying policies?
3. To what extent are the anti-bullying policies consistent with the guidelines in the *School Safety Framework: Addressing Bullying in Schools* workbook?
4. What training are teachers receiving to enable them to understand, identify and deal with bullying appropriately?
5. How knowledgeable are teachers regarding bullying and the schools' anti-bullying policies and procedures?

1.4 AIMS AND OBJECTIVES

This study aims to explore the experiences of School Management Teams (SMTs) in implementing and managing anti-bullying policies in public schools.

The objectives of the study are to explore:

- how SMTs are implementing and managing anti-bullying policies;
- if, and to what extent, SMTs are using the workbook *Addressing Bullying in Schools* when compiling or adapting their anti-bullying policies;
- the extent to which the schools' anti-bullying policies are consistent with the guidelines in the *School Safety Framework: Addressing Bullying in Schools* workbook;
- what training teachers are receiving to enable them to understand, identify and deal with bullying appropriately; and
- how knowledgeable teachers are regarding bullying and the schools' anti-bullying policies and procedures.

1.5 MOTIVATION FOR THE STUDY

There are a number of factors that contribute to schools being deemed “unsafe”, such as gender and sexual-based violence, corporal punishment, gang violence and bullying. However, it is “the more common and often unnoticed forms of violence [that] cause the greatest harm to the education experience of children and adolescents” (UNESCO, 2017d:1). UNESCO (2017d:1) indicated that bullying is common (78% of South African grade 4s surveyed reported being bullied at least once a month), it is damaging to victims, bullies and bystanders (at the time it occurs) and the effects thereof follow victims and perpetrators into adulthood. Therefore, it is vital that bullying is properly addressed and dealt with within the South African school context.

Depending on the location, income group being catered for and the values of families being serviced in the over 25 000 public schools in South Africa, each school has a unique student body and community that it serves. This would imply that issues relating to safety in schools will differ from school to school. Before studying literature relating to bullying in schools, I was unaware of the *School Safety Framework* drawn up by the DBE, and I incorrectly assumed that public schools, like private schools, have to draw up their own policies without any guidance from the DBE.

After learning about the *School Safety Framework* and, having read the workbook published by the CJCP in 2012, endorsed by the DBE, titled, *School Safety Framework: Addressing Bullying in Schools*, I decided to focus my study on public schools. This is because they have clear guidelines as to how policies relating to safety in schools should be drawn up and what issues need to be considered. Public schools are also given tools by the DBE to assess safety issues within schools, in the form of Educator and Learner Surveys, found in the *National School Safety Framework* (2016). They are also given guidance regarding a whole-school approach to safety.

1.6 RESEARCH DESIGN AND METHODS

This study is epistemological with the research paradigm falling in the realms of Interpretivism and Pragmatism whilst being transformative. The research approach is qualitative, and the research is conducted by way of a case study, using empirical field research, which is exploratory. In addition, a systematic approach is employed when analysing the anti-bullying policies within the field of hermeneutics. This study was conducted by means of interview questions and a framework against which schools' anti-bullying policies are measured with the aim of addressing the central research question and the guiding research sub-questions stated below.

A detailed account of the research methodology applied in this study appears in Chapter 4.

1.7 SIGNIFICANCE OF THE STUDY

The DBE (CJCP, 2002:2-4) mandates that all schools must address bullying, advising schools to take a whole-school approach to bullying, to educate teachers about bullying, to include learners when determining the forms of bullying occurring in individual schools and to draft anti-bullying policies that are school-specific (although certain commonalities will be found in all sound anti-bullying policies). A UNESCO report titled, "School Violence and Bullying Global Status Report" (UNESCO, 2017a:9) reported that an estimated "246 million children and adolescents experience school violence and bullying in some form every year" and that "cyberbullying is a growing problem" (UNESCO, 2017a:9). From this report, it is clear that many children across the globe suffer at the hands of bullies and that this is an issue that must be addressed at the school level. The value of this study lies in the fact that it aims to assess how serious bullying is viewed and treated within the schools that are studied.

This study determines whether schools in Tshwane South are complying with the directive from the DBE to ensure safety in schools, specifically focusing on the issue of bullying (including cyberbullying). Seven schools in Tshwane South are

studied, to determine schools' compliance with regards to schools' anti-bullying policies and procedures in the region. This study further aims to ascertain whether the participating schools' anti-bullying policies are sound and whether the correct procedures are followed when bullying occurs. In addition, this study intends to determine the level and frequency of training received by the teachers at each participating school. It also seeks to discover the teachers' perceptions regarding bullying and their knowledge of their school's anti-bullying policy and the procedures to follow when bullying is identified. This should ascertain how bullying is being dealt with within schools and the measures that should be implemented to ensure the control of bullying and how schools should react. The information garnered from this study may prove useful in assessing schools' compliance with the expectations of the DBE regarding dealing with and eradicating bullying. The participating schools may, where necessary, consider different strategies when revising their anti-bullying policies. Where teacher education, regarding bullying, has not taken place and/or where learner involvement in identifying forms of bullying taking place has not occurred, these matters may be attended to by the SMTs of the participating schools.

1.8 DEFINITION OF KEY CONCEPTS

1.8.1 Conceptual definitions:

Bullying

"An aggressive, intentional act or behaviour that is carried out by a group or an individual repeatedly and over time against a victim who cannot easily defend him or herself (Whitney & Smith, 1993; Olweus, 1999)" (Slonje & Smith, 2008:147).

Anti-bullying policies

Documents that "carry a clear anti-bullying message and clearly outline roles and responsibilities, procedures for staff and caregivers, how teachers and learners can report bullying, response protocols and consequences" (CJCP, 2012:9).

School Safety Framework

“a comprehensive document that can guide the Department of Basic Education, schools, districts and provinces on a common approach to achieving a safe, healthy and violence-free learning environment” (Safer spaces, 2015).

1.8.2 Operational definitions:

Bullying

Farrington, Olweus, Smith and Sharp, as referred to in Rigby (2004:288), describe bullying as “aggression in which there is an imbalance of power between aggressor and victim” and the “acts [are] deliberate and repeated”.

Rigby (2004:288) defines bullying as being physical and/or verbal and/or indirect, with degrees of severity, ranging from “occasional unpleasant teasing ... [to] continual physical assaults and/or total exclusion from others over an extended period”.

Vira (2008:1) explains that bullying constitutes direct behaviour “such as teasing, taunting, threatening, hitting and stealing” and indirect behaviour such as social isolation “through intentional exclusion”.

Thus, for purposes of this study, bullying constitutes an imbalance of power, where the powerful exudes his/her power over the less powerful, repeatedly, either physically, verbally, non-verbally or in cyberspace, causing discomfort and or pain (physical or emotional) to the victim.

Anti-bullying policies

Rigby (2007:144) explains that anti-bullying policies are documents that should contain the rights and responsibilities of children, regarding bullying; the actions to be taken by the school should bullying take place and an undertaking to review the policy and its effectiveness. It should include “the school’s stand on bullying ... [and] a succinct definition of bullying, with illustrations” (Rigby 2007:144).

Vira (2008, p.4) describes anti-bullying policies as documents that must clearly and succinctly define bullying, state the school’s stance on bullying, contain “a declaration of the rights of individuals in the school community”, name the school’s

anti-bullying programmes, undertake to “collaborate with parents in addressing the problem of bullying” and state that the anti-bullying policy will be reviewed frequently.

Thus for purposes of this study anti-bullying policies refer to documents that specify a schools’ stance on bullying, define bullying (including the various forms) and state the rights and responsibilities of the school community members. It should include the procedures to follow when dealing with bullying, the consequences of bullying and give an indication that the policy will be reviewed.

School Safety Framework

The DBE and CJCP (2012:2) describe the *School Safety Framework* as a tool “to develop and maintain a safe, welcoming, violence-free learning environment” in order “to create a school environment where everyone understands that bullying is unacceptable and harmful, knows what role they can play to address it and works to prevent and eradicate it”. Thus, for purposes of this study, the *School Safety Framework* refers to a guide, to be used by public schools in South Africa, which assists schools in creating safe spaces for learners, where education can take place unhindered. It also gives guidance on the role of the school in the prevention and eradication of bullying as well as educating staff and learners about bullying and the school’s stance on bullying.

1.9 CHAPTER DIVISION

Chapter 1: Introduction

In this chapter, I supply the background to the study, introduce the topic, and discuss the relevance of the study, the research design and research methods and supply definitions of key concepts.

Chapter 2: Literature Review – Part A

In this chapter, I review the literature to conceptualise and define bullying, discuss the philosophical and historical background of bullying as well as review the literature pertaining to bullying as a social problem and a human rights issue. This

chapter also considers emerging trends and challenges in the sphere of bullying in schools.

Chapter 3: Policy issues and Theoretical Framework

This chapter reviews the literature pertaining to the implications of bullying on global policies. In this chapter, I also critically analyse the DBE's *Addressing Bullying in Schools* Policy Framework and review the literature relating to the requirements for a sound anti-bullying policy. Furthermore, Chapter 3 introduces the study's theoretical framework, which is framed on John Rawls' *Theory of Justice* as it relates to this studies sub-questions and literature review.

Chapter 4: Research Design and Methodology

This chapter includes the research design (including the research paradigm, research approach and research strategy), population and sampling, instrumentation and data collection techniques, data analysis and interpretation, validity and reliability of the data and ethical considerations.

Chapter 5: Presentation and Analysis of Data

This chapter presents the findings of the study, including references to the literature in the review section, the findings of the study, unexpected outcomes, an explanation of results, implications of the study and recommendations.

Chapter 6: Conclusion

This chapter includes what this study set out to determine, a brief summation of the findings and recommendations.

1.10 SUMMARY

Chapter 1 supplies the background to the study, that being the global problem of bullying and children's right to a safe environment where they can study and develop free of fear of victimisation. It considers the work of researchers such as Geary, 2014; Padgett and Roden, 2013; Stoel, 2011; Slonje and Smith, 2008; Rigby, 2007; Tettegah, Betout and Taylor, 2006 and Naser et al., 2003 in relation

to the issue of bullying, defining bullying and dealing with bullying effectively. This chapter clearly introduces the problem and states the aims and objectives of the study, including the research design and research methods employed. Chapter 1 also discusses the significance of the study, supplies definitions of key concepts and gives a chapter overview of all chapters included in this study.

CHAPTER 2

LITERATURE REVIEW – PART A

2.1 INTRODUCTION

Despite there being a global awareness about bullying and violence in schools and a drive to eradicate all forms of bullying and school violence, globally, the issue of violence in schools is nowhere near being eliminated. According to a report by the Institute of School Violence Prevention at Ewha Woman's University in Seoul and UNESCO, dated 13 January 2017, "millions of girls and boys suffer school-related violence every year" (UNESCO, 2017c:1). According to the Minister of Education in the Republic of Korea, Joon Sik Lee (UNESCO, 2017c:2) global efforts are needed to address bullying in schools and school violence as these are issues that pose a challenge in all countries.

A 2012 report by the Special Representative of the Secretary-General on Violence against Children found that not all children "enjoy the right to be taught in a safe ... environment [with many being] exposed to bullying ... and other forms of violence ... by their peers" (UNESCO, 2017a:8). UNESCO Policy Paper 29: *Let's decide how to measure school violence* (2017d) cites Pinheiro (2006) stating that "the UN World Report on Violence against Children observed [that violence in schools] is a global phenomenon". This policy paper also found that for strategies, policies and laws to be effective in preventing bullying and violence in schools, "accurate knowledge of its global prevalence, trends and effects [is needed]" (UNESCO, 2017d:1). This report also indicated that of 49 countries studied, South African learners in Grade 4 scored the highest percentage for reporting being bullied at least once a month. As an educator serving on a School Management Team in a South African school, I find this very disconcerting. Fortunately, the DBE prioritises the creation and maintenance of safe schools, and it also recognises that bullying poses a significant threat to school safety. The DBE also does not view bullying as "just a normal part of growing up" (CJCP, 2012:2

This chapter focuses on the following themes: Conceptualising and defining bullying, Philosophical and historical background of bullying and Bullying as a social problem and human rights issue. Chapter 2 also focuses on the themes of Global perspectives on bullying in schools and Emerging trends and challenges relating to bullying in schools.

2.2 CONCEPTUALISING/DEFINING BULLYING

The concept “bully” can be traced back as far as the 1530s (Harper, as cited in Donegan, 2012:33). Smith, Pepler and Rigby (2004:1) claim that bullying was discussed in the public arena as far back as the 19th century, after the publication of the well-known novel by Thomas Hughes in 1857 titled, *Tom Brown’s school days*. The act of bullying was found to be abhorrent and was condemned, with various suggestions as to how bullying should be countered. However, it was only in the 1970s, through the work of Dan Olweus in Scandinavia that “the systematic examination of the nature and prevalence of school bullying ... began” (Smith et al., 2004:1).

There is no internationally agreed-upon definition of bullying as “a consensus on the precise definition of bullying has yet to be reached” (Nansel et al., cited in Ferguson, San Miguel, Kilburn Junior and Sanchez, 2007:402). Some authorities in the field have considered bullying to be “essentially the desire to hurt or put someone under pressure” (Tattum, cited in Smith et al., 2004:5). I do not concur with this definition as a desire that is not acted upon cannot constitute an actual act of bullying, just as a desire to take someone’s life does not amount to murder.

Rather, I view bullying, as an increasing number of researchers have come to view bullying, as involving “negative or hurtful behaviour” (Olweus, cited in Smith et al., 2004:5). To this many authorities in the field add that “bullying must also involve an imbalance of power with the less-powerful person or group being repeatedly and unfairly attacked” (Rigby, 2002; Ross, 2002, cited in Smith et al., 2004:5).

Rigby (2007:11) defines bullying as repeated and cruel oppression of the powerless by the powerful without justification and includes that it is unwarranted violence

which can be psychological or physical. According to Rigby, one of the most persuasive definitions of bullying is that of an English criminologist, D.P. Farrington, who defined bullying as “repeated oppression, psychological or physical, of a less powerful person by a more powerful person” (Rigby, 2007:15). Because it has been recognised that bullying is often carried out by groups, a revision of this definition reads “bullying is repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons” (Rigby, 2007:15). I would argue that this definition could be further revised to read: “bullying is repeated oppression, psychological or physical, of a less powerful person [or group of persons] by a more powerful person or group of persons” (Rigby, 2007:15). The reason being, that a person or persons in Grade 12 could bully a group of grade 8s, for example, which sometimes occurs under the guise of initiation. This is in line with the definition of bullying from Nansel et al. (cited in Ferguson, San Miguel, Kilburn Junior and Sanchez, 2007:402) where bullying is defined as “repeated, intentional, harmful and aggressive behaviour inflicted by a person or group with seemingly more power on a person or group with lesser power”.

UNESCO defines bullying as “repeated exposure to aggressive behaviour from peers with the intent to inflict injury or discomfort. It can include physical violence, verbal abuse and the intent to cause psychological harm through humiliation or exclusion” (UNESCO, 2017d:1). Researchers do recognise that bullying can be viewed along a continuum of severity. Most acts of bullying are of a low severity, like occasional teasing which is unpleasant, and on the upper spectrum, one finds, less commonly, extremely severe cases of bullying, which include “continual physical assaults and/or total exclusion from others over an extended period” (Rigby, 2004:288).

Rigby (2007:5-18) finds that there are two sorts of bullying, malign and non-malign. Malign bullying is deliberate and typically contains seven elements, namely: the initial desire to hurt, this desire being expressed through action, someone being hurt (physically or psychologically), the action is carried out by a person or group of people who are more powerful than the victim/s, the act is without justification, it is

typically repeated and the act is enjoyed by the bully/bullies. Non-malign bullying can be just as destructive to the victim as malign bullying, but the act is not motivated by malice, as is the case with malign bullying. Non-malign bullying can take the form of “educational bullying” or “mindless bullying”. Teachers can fall into the trap of being educational bullies when they expose learners’ intellectual “inferiority” leaving learners feeling humiliated. Mindless bullies are usually conformists who are largely unaware of what they are doing. They see bullying as a seemingly harmless game and a way in which pleasure is gained, often from their acceptance in a group that approves of such behaviour.

In addition, bullying has been further categorised according to forms of bullying. The *Addressing Bullying in Schools* workbook (2012) compiled by the CJCP and endorsed by the DBE identifies the forms of bullying as physical, sexual, verbal, non-verbal and social. These are in line with those identified by researchers (O’Moore and McGuire, 2001; Whitted and Dupper, 2005; Tettegah, et al., 2006; Ferguson et al., 2007; Rigby, 2007; Sampson, 2009; CJCP, 2012. ESCO 2017a) According to Sampson (2009) and Rigby (2007), physical bullying takes the form of hitting, kicking, pushing, extortion and/or forcibly taking others’ possessions. Sexual bullying takes the form of inappropriate pictures, jokes, notes, taunts, rumours, repeated exhibitionism, sexual propositioning and uninvited touching. Social bullying includes exclusion, spreading rumours and gossiping. Verbal bullying takes the form of name-calling, insulting, threatening, ridiculing and sexist or racial slurs. Non-verbal bullying includes threatening and obscene gestures; hiding belongings; deliberate exclusion; destruction of property and writing hurtful letters, graffiti or messages.

According to Sherer and Nickerson (2010:217) bullying can be direct, usually by means of physical or verbal aggression, or indirect, seen as relational aggression where the bully/bullies aim to control or harm relationships through gossip, rumours or exclusion. Bullying can take place face-to-face or in cyberspace. “Cyber bullying is rapidly becoming a key concern for educators and parents.” (CJCP, 2012:6). The

CJCP found that 46.8% of the 1726 participants in its study, aged between “12 and 24 ... had experienced some kind of cyber bullying” (CJCP, 2012:6).

Cyberbullying involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behaviour by an individual or group, that is intended to harm others. (Belsey as cited in Li, 2007a:436)

Smith, Mahdavi, Carvalho, Fisher, Russell and Tippett (2008, as cited in Hood and Duffy 2017:1) define cyberbullying as the use of mobile phones, computers and other electronic devices to perform repeated, deliberate aggressive acts to harm others.

Methods used in cyberbullying include sending hurtful messages via mobile phones, “sending threatening emails and forwarding a confidential email to all address book contacts” or ganging “up on one student and [bombarding] him/her with ‘flame’ emails” (Campbell, 2005:68).

Although there is no universally agreed-upon definition of bullying, it is clear that bullying is hurtful or negative behaviour which leads to the oppression of the less powerful by the powerful. There are many forms of bullying, both physical and emotional, which cause harm to victims of bullying. All forms of bullying need to be addressed in schools’ anti-bullying policies to ensure that no form of bullying is allowed to take place. Part of this study determines whether all forms of bullying are covered in the anti-bullying policies of the schools participating in this study.

2.3 PHILOSOPHICAL AND HISTORICAL BACKGROUND OF BULLYING

As Rigby (2007:11) puts it, “children have been teasing, harassing and bullying one another for generations”. The reasons vary from being practised for fun to being practised with malicious intent. Before the 1970s, some adults and children viewed the occurrence of teasing or bullying as amusing, while others were horrified by acts of bullying, and still others were indifferent but, despite the varied responses, many viewed such behaviour as a normal part of human interaction and as unchangeable.

The act of teasing, harassing or bullying was as a result accepted by children, parents and teachers alike as “simply the way things are” (Rigby, 2007:11).

However, there has been a change in the way bullying is viewed over the past 40 years. In the 1970s, in Scandinavia, Professor Dan Olweus sparked a revolutionary way of thinking about bullying. Olweus was “among the first to recognise the evil of school bullying”, and he persuaded the “educational authorities in Norway of the importance of stopping bullying in schools” (Rigby, 2007:12). Olweus was able to institute a national campaign aimed at systematically reducing bullying in schools. Studies conducted two years later found that bullying had been reduced by half in schools around Bergen, the town where Professor Olweus worked as a lecturer. This study “encouraged educationalists [the world over] to believe something could indeed be done about school bullying” (Rigby, 2007:12).

Thanks to the seminal work of Professor Olweus in Sweden and Norway, further seminal studies originated in Japan, Australia and England. These studies have led to a clear understanding by researchers in the field, UNESCO and the DBE that “bullying is not a part of normative development for children and adolescents and should be considered a precursor to more serious aggressive behaviours” (Nansel et al. (cited in Jimerson, Swearer & Espelage, 2009:2).

According to O'Moore and Minton (2004:1), although reasonable people do not support abuse and violence in general society, an exception seems to be made for school bullying. They further state that this may be due to people having grown up with a number of myths surrounding bullying. These would include:

it's part of life, 'boys will be boys – they'll blow off steam from time to time', 'it happens in all schools, so it's nothing to worry about', 'sticks and stones may break your bones, but words will never harm you', 'it never did me any harm', 'it'll toughen you up/let you know what life's about', and so on. (O'Moore & Minton, 2004:1)

However, these myths are not established in truth and are in fact “nonsense. Absolute rubbish” (O'Moore & Minton, 2004:1). Bullying should not be seen as merely part of life but rather something that should be combated, it cannot be excused and, although it does occur in many schools, it should be cause for

concern, argue O'Moore and Milton (2004:1). "Words do cause harm, and bullying is always harmful" (O'Moore & Minton, 2004:1). Geary (2014), Ttofi and Farrington (2008), O'Moore and Milton (2004) and Hawker and Boulton (2000) state that bullying destroys the victim's self-esteem and confidence, causing emotional, psychological and physical damage that can have serious and long-lasting effects.

These myths stem from how bullying was viewed by society in general before the late 1970s. As mentioned under Conceptualising/Defining Bullying in this chapter, the word "bullying" originated in the 1530s. Donegan (2012:34) traces the origins of bullying back to ancient man, at the beginning of time. According to him, bullying is linked to the instinctual desire to survive, overcome obstacles and out-perform others that have been maintained throughout history as the human race has evolved. Man's competitive nature and survival instinct are evident in the educational, social and economic fields. It is Donegan's view that in all spheres of human interaction, there is a competitive hierarchy but that some societies unintentionally encourage bullying as a means of survival from a young age. It is also his belief that capitalistic societies (such as the USA, that foster the belief that success and wealth are synonymous and where children are taught from the beginning of their school career that they must be the best that they can be) cause children to become highly competitive in educational and social spheres.

According to Donegan (2012:34), this high level of competition leads to students learning corrupt methods to get ahead of others. These methods include pressurising fellow students to share answers for assignments to obtain better grades and spreading rumours about fellow students to decrease their popularity. Although these can be seen as forms of bullying, I think that these are peripheral forms of bullying, where the acts are not repeated and where it does not relate to an imbalance of power. These would be desperate acts to gain popularity and good grades but would usually be obvious. Teachers know the capabilities of their learners and would question the origin of the answers if a child were to over-achieve.

Like Donegan (2012), Anderson and Huesmann (cited in Geary, 2014:2), also find that bullying permeates all aspects of society, present and past and that bullying is

age-old. Geary (2014:2) traces literature on the pattern of bullying within humanity, in the form of books relating to social history and newspapers, back to the 18th and 19th centuries. The term “bullying” was not used, but the actions relating to bullying were described as “interpersonal violence in everyday life” (Koo, cited in Geary, 2014:2). When considering the views of O’Moore and Minton (2004) regarding the myths surrounding bullying, their origins seem to stem from pre-18th century, as “for centuries bullying was considered to be merely part of human life” and was “thought of as innocent misadventure, acceptable behaviour, and a normal part of a boy’s school life” (Koo, cited in Geary, 2014:2). Geary (2014:2) finds that this accepted form of bullying behaviour continues in the present. According to Koo (cited in Geary, 2014:2), perceptions surrounding bullying and violence started changing shortly after the end of the Second World War. Thanks to the United Nations (UN) declaring people’s right to life, liberty, equality and security in 1948, people’s awareness of their human rights increased. “Changing perceptions, sensitivity to aggressive behaviour and acceptance of our basic human rights has allowed bullying to be seen and recognised as the serious, aggressive and abusive behaviour that it is” (Geary, 2014:3).

Although the term “bullying” can be traced back to the 1530s and “the concept of bullying has been changing and evolving over time ...” the study of bullying is comparatively recent. Since the mid-1970s, “children’s misbehaviour has increasingly included the term bullying” (Geary, 2014:3). Geary (2014:3) notes that Dan Olweus is one of the first researchers to study bullying systematically in schools. Smith and Brain (2000:3) state that when considering the history of research on school bullying, Olweus’ book, *Aggression in the Schools: Bullies and Whipping Boys*, published in 1978, was the significant start to studying bullying in Scandinavian countries. This is where the study of bullying began in earnest. “A strong societal interest in the phenomenon of peer harassment or victimization/bullying first started in Sweden in the late 1960s and early 1970s under the designation ‘mobbing’ or ‘mobbing’” (Heinemann, 1969, as cited in Olweus, 2010:9 Olweus, 1973) (Olweus, 2010:9).

Heinemann, a school physician, took the term from a Swedish version of a book on aggression by the Austrian ethologist, Konrad Lorenz, first published in 1963. The term “mobbing” was used by Lorenz to characterise, among other phenomena, “the action of a school class ... ganging up against a deviating individual” (Olweus, 2010:9). Olweus (2010:10-11) doubted the suitability of the term “mobbing” when describing peer harassment in the school setting as the act could be viewed as collective aggression with the contributions of individuals being overlooked. He also questioned how often the all-against-one situations occurred in schools. Olweus (2010:10) recognised that harassment by an individual or small group occurred far more frequently than the whole group against an individual and was afraid that if the term “mobbing” was used teachers would find it difficult to identify bullying in their classrooms. In addition, Olweus (2010:10) believed that the victim of “mobbing” will be held responsible for the actions of the group as he/she will be viewed as irritating and provoking the group.

Furthermore, “mobbing” is viewed as temporary and situational and Olweus wanted “to direct attention to another kind of possible situation, in which an individual student is exposed to aggression systematically and over longer periods of time – whether from another individual, a small group, or a whole class (Olweus, 1973, 1978; Olweus, 2010:10)” In Norway, Denmark and Sweden, the term “mobbing” has acquired a new meaning and refers to the repetitive and systematic harassment of an individual or a group by one or more individuals. This is more in line with the definition of bullying than what the term “mobbing” initially meant in Scandinavian countries. Olweus (2010:11) also found that English-speaking people did not find the term “mobbing” useful when describing bullying because of the English meaning of the word “mob” being a large disorderly crowd that is riotous and destructive. As a result, Olweus used the term “bully/victim (or whipping boy) problems ... in [his] early writings in English” (Olweus, 1978; Olweus, 2010:11). Currently, in English-speaking countries, the terms “bully/victim problems” or “bullying” are generally internationally accepted terms of reference.

In the early 1970s, there was no empirical research data that could illuminate the many concerns and issues “involved in the general debate about the bullying phenomenon” (Olweus, 2010:10). This resulted in Olweus initiating, in Sweden, what appears to be “the first systematic research project on bullying by peers” (Olweus, 2010:10). The results of the study were published in Swedish in 1973 and English, in the USA, in 1978, under the title *Aggression in the Schools: Bullying and Whipping Boys*. According to Olweus (2010:10), an important objective of this study was to create the first outline of the composition of peer harassment in the school context. Furthermore, this study aimed to find empirical answers to some of the major questions that were the focus in Swedish public debate at the time.

Olweus argues that this project and later research by himself (in 1977, 1978, 1979, 1993 and 1994) and Farrington (1993, as cited in Olweus, 2010) have indicated that a number of his earlier concerns were justified. His initial study and the studies above found that the level of aggression in learners vary significantly, with the initial difference not varying over time if there is no introduction of a systematic intervention. Olweus (2010) also found that it was the minority of a class that was usually far more actively involved in bullying. Learners, who indicated that they were bullied, reported that they were bullied by an individual or a small group, consisting of two or three learners. According to Olweus (2010:10), this was similar to the findings of researchers in Holland, Japan and England who participated in this cross-national project on bullying.

A significant number of scholars (Smith & Brain, 2000; Smith & Shu, 2000; Rigby et al., 2004) concur that the systematic examination of the prevalence and nature of school bullying only began in the 1970s, in Scandinavia, with the work of Dan Olweus. Thanks to the initial work of Olweus, researchers in Australasia, North America, Japan and many European countries have studied the prevalence of bullying and the “negative consequences for victims and ... all those involved (Olweus, 1993; Smith et al., 1999b; Smith & Shu, 2000:193). Research conducted in the late 20th Century served to clarify the nature and prevalence of bullying and the short and long-term consequences of bullying (Smith & Shu, 2000; Rigby et al.

2004). As mentioned previously, the consequences of bullying were found to include difficulty with schoolwork, physical health symptoms, loss of self-esteem and truancy (Balding et al., 1996; Sharp, 1996; Williams et al, 1996; Hawker & Boulton, 2000; Ttofi & Farrington, 2008; Geary, 2014). One of the most tragic consequences of bullying is suicide (Smith & Shu, 2000:194; Rigby et al., 2004:2).

Rigby et al. (2004:2) claim that the first national anti-bullying intervention by schools took place in Norway in 1983, after three boys had committed suicide, within a short period of each other, due to bullying. Olweus developed the Olweus Bullying Prevention programme, and this was used in the city of Bergen, Norway. The evaluation of the programme “indicated reductions of 50% in bullying” (Rigby et al., 2004:2). In contrast, “the evaluation of the Norwegian national programme in Stavanger produced near-zero results” (Roland, as cited in Rigby et al., 2004:2). Worldwide, researchers have tried, and still try, to measure the success of intervention programmes, some based on Olweus’ programme, with contradictory results. Most studies report a far lower percentage in the reduction in bullying after running intervention programmes than that of the 50% reported in Bergen (Olweus, 1993).

When considering the work conducted by researchers and education departments to raise awareness about the issue of bullying and its harmful effects, one must consider the lack of legislation and school policies about bullying in the 20th Century. According to Smith and Shu (2000:195), a nationwide school survey in the United Kingdom, conducted by Smith and Madsen in 1997, found that roughly one-third of the schools surveyed had a specific anti-bullying policy in 1996. A further third reported that bullying was addressed in their schools’ discipline or behaviour policy. In the 21st Century, anti-bullying policies have become mandatory in many countries across the globe. In Australia, Geary (2014:5) maintains that anti-bullying policies are in place in each state and territory. Furthermore, it is a requirement that bullying must be addressed through curriculum development and policy at all schools. UNESCO (2017a:10) propagate the need for school policies that aim to ensure the safety of all learners. In South Africa, according to the CJCP (2012), the DBE

mandates all schools to take a whole-school approach to bullying, which includes each school having an anti-bullying policy that is directed at the unique needs of the school.

Although research on bullying began during the 1970s and much has been done in the field regarding defining bullying, measuring its occurrence, identifying the consequences of bullying, formulating policies regarding bullying and incorporating intervention programmes, a new form of bullying has arisen during the 21st Century. This form of bullying is known as cyberbullying. It is believed that the term “cyberbully” was created and “first used by Belsey and Willard” (Burton & Mutongwizo, 2009:1). Williams’ definition of cyberbullying is “the use of speech that is defamatory, constituting bullying, harassment or discrimination, and the disclosure of personal information that contains offensive, vulgar or derogatory comments” (Burton & Mutongwizo, 2009:1). Belsey, (cited in Burton and Mutongwizo. 2009:1), defines cyberbullying as bullying that takes place via text messages, email, defamatory online polling websites and personal websites and instant messaging, where an individual or group deliberately and repeatedly behaves in a hostile manner with the intention to harm others.

Williams and Pearson (2016) point out that cyberhate was evident from the onset of domestic Internet in 1995. However, it is only recently that cyberhate, which manifests as cyberbullying, has been recognised as a social issue that needs to be addressed.

Although bullying may have been viewed as natural and acceptable behaviour in the past, the prevalence and consequences of bullying have been researched since the 1970s. Thanks to the seminal work of Olweus in Sweden and Norway, researchers in Japan, England and Australia began studying the phenomenon of bullying and its consequences, with countries like Ireland, the USA and South Africa following suit. Bullying permeates all aspects of society but, fortunately, due to research efforts, the dangers of bullying have been identified, and schools across the world are implementing much needed anti-bullying policies in an attempt to curb bullying.

2.4 BULLYING AS A SOCIAL PROBLEM AND HUMAN RIGHTS ISSUE

The Universal Declaration of Human Rights (UDHR) is a document drafted by representatives from all regions of the world with different cultural and legal backgrounds. The United Nations General Assembly, on 10 December 1948, proclaimed it “as a common standard of achievements for all peoples and all nations” (United Nations, n.d.). The UDHR stipulates fundamental human rights that must be protected universally.

The rights that pertain to children and that should protect them from bullying or any other form of violence are dealt with in Articles 1, 2, 3, 5, 6 and 26. These articles refer to a person’s right to freedom and equality, without distinction, as well as his/her right to security, life and liberty. They also refer to a person’s right to dignity, free of degradation and cruelty, as well as a person’s right to protection under the law. Article 26 specifically addresses a child’s right to education and the full development of one’s personality.

UNESCO states that Education is its “top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development” (UNESCO, 2017a:3). UNESCO drives the Global Education 2030 Agenda intending to eradicate poverty by 2030, through 17 Sustainable Development Goals. UNESCO believes that education is key to meeting this goal and education has its own goal within the agenda to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2017:3).

In South Africa, The Constitution of the Republic of South Africa, 1996, enshrines citizens’ rights to human dignity, equality and protection against, cruel and inhumane treatment, violence and torture, among other rights. According to Laas and Boezaart (2014:2677), these rights are not upheld when bullying occurs, and as a result, bullying should not be tolerated. The Education Policy of the DBE “emphasises the importance of creating safe schools that encourage respect for human rights” (CJCP, 2012:2). It is with this in mind that the DBE created a *School Safety Framework* whose goal is “to develop and maintain a safe, welcoming, violence-free learning environment” (CJCP, 2012:2).

When considering children's rights by referring to the UDHR, UNESCO and the DBE's goals, it is evident that the issue of bullying in schools, which is a form of violence, directly infringes on children's "fundamental right to education" and also creates learning environments that are unsafe, reducing "the quality of education for all learners" (Tang, as cited in UNESCO, 2017a:5). According to Tang (UNESCO, 2017a:5), inclusive and equitable education cannot be achieved if violence is being experienced by learners. According to Sampson (2009:1), a San Diego police consultant dealing with schools and school safety in the USA, bullying has the largest effect on learners' sense of security. According to Irina Bokova, Director-General of UNESCO, "School violence and bullying is a grave violation of the right to education" (Borkoba, as cited in UNESCO, 2017c:1). Bullying is a human rights violation as it infringes on children's right to dignity, safety and right to education.

Bullying is cruel and can have lasting harmful effects (Rigby, 2003; Whitted & Dupper, 2005; Vira, 2008; Sampson, 2009; Boyes et al., 2014; UNESCO, 2017a; UNESCO, 2017d). Bullying is a social problem and, according to UNESCO (2017d:2), it causes lasting damage for perpetrators and victims. In the majority of cases "children and adolescents who experience bullying ... tend to experience depression, loneliness, anxiety, low self-esteem and other forms of distress" (UNESCO, 2017d:2.) According to UNESCO (2017d:2-3), although these effects are largely felt by the victim, perpetrators may experience similar effects. Thoughts of suicide and suicide attempts are experienced by both perpetrators and victims (more so in victims though) and according to Meltzer et al. (as cited in UNESCO, 2017d:3), adults in the UK who were bullied as children, were more than twice as likely to attempt suicide.

When contemplating the effects of bullying on the perpetrator, the findings are of grave concern. Liang et al. (cited in UNESCO, 2017d:3) state that bullies are far more likely to be involved in the drinking of alcohol, fighting, vandalism and theft than those who do not involve themselves with bullying. UNESCO (2017a:10) states that perpetrators of bullying participate in anti-social and criminal behaviour. According to Farrington et al. (cited in UNESCO, 2017d:3) the risk of being an

offender in adulthood increased by more than half for bullies and Luukkonen et al. (cited in UNESCO, 2017d:3) found that young adults in Finland involved in violent crime tended to have recorded instances of school bullying on their records.

According to Banks (1997:3) and Rigby (2007:65), there appears to be a strong connection between being a bully at school and criminal behaviour as an adult. According to Olweus, “60% of those characterised as bullies in grades 6-9 had at least one criminal conviction by age 24” (Olweus, as cited in Banks, 1997:3). Drawing on the work of Olweus (1992); Farrington (1993) and Rigby and Slee (1999), Sampson also finds that bullies run a far greater risk of acquiring a criminal record than those who were not bullies at school. This is in line with Whitted and Dupper (2005) who cite Olweus’ findings that besides the 60% of sixth to ninth graders who are convicted, a further 40% had at least three arrests. On the other hand, of those who were not involved in bullying, only 10% had criminal records.

Vira (2008:3) also states that perpetrators of bullying suffer legal and criminal problems when adults. “Those involved in bullying at school are also more likely to have one or more criminal convictions by the time they reach young adulthood” (Brewster & Railsback, as cited in Townsend et al., 2008:21). According to Oliver, Hoover and Hazler (as cited in Banks, 1997:3), and Vira (2008:3), chronic bullies continue this kind of behaviour as adults and as a result are unable to build positive relationships. A study by Valdebenito, Ttofi and Eisner (2015:140) using 13 studies, which included a total of 152,326 cases, found that 40.88% of bullies became drug users compared to 19.71% of non-bullies. In addition, they found that 33.69% of the victims of bullying became drug users compared to 22.1% on non-bullied adolescents, when analysing “eleven studies [that] were concerned with the association between bullying victimisation and drug use” (Valdebenito et al., 2015:142).

According to Rigby and Slee (as cited in Rigby, 2007:50), the consequences of bullying for victims, as mentioned previously, include a reduction in self-esteem and isolation, as children who are regularly bullied generally have few to no friends. They also cited absenteeism, as victims want to avoid the bully/bullying by not attending

school; educational consequences, as the victims struggle to concentrate and so stay away from school; health issues and suicide. As adults, those who suffered bullying as children or adolescents continue with self-esteem issues and suffer bouts of depression. These consequences of bullying are well documented. Banks (1997:3) and Vira (2008:3) state that victims of bullying consider school an unsafe place, where they are unhappy, and that they fear school. Banks (1997:3) further states that just under 10% of grade eights in the USA do not attend school at least once a month due to being bullied. Banks (1997:3) also finds that learners who are bullied tend to be isolated as others fear being bullied if they are associated with the victim.

“Being bullied leads to depression and low self-esteem, problems that can carry on into adulthood” (Olweus, Batsche & Knoff, as cited in Banks, 1997:3). UNESCO (2017a:9) states that bullying harms the emotional well-being and physical health of those who are bullied, further stating that victims suffer from headaches and stomach ache and have difficulty sleeping and eating. UNESCO (2017a:9) also finds that victims of bullying are lonely, anxious and depressed, experience interpersonal difficulties, suffer from low self-esteem and have suicidal thoughts, sometimes attempting suicide. Rigby (2003:584) identifies four categories of detrimental health conditions due to bullying, namely low psychological well-being, poor social adjustment, psychological distress and physical ailments.

UNESCO (2017a:10) also finds that there is an educational impact on those who are bullied as they cannot concentrate, avoid school activities, are afraid to go to school, they stay away from school, and some even leave school without graduating. A frightening finding discussed by Sampson (2009:1) is that where a shooter in a school shooting survived, two-thirds of the shooters reported that they had been bullied previously. Townsend et al. (2008:23) also noted this disturbing consequence. Roughly 66% of American school shooters “had ‘felt persecuted, bullied, threatened, attacked ... a number ... had suffered sustained, severe bullying and harassment” (Bowman, 2001, as cited in Townsend et al., 2008:23; Brewster & Railsback, 2001, as cited in Townsend et al., 2008:23).

Sampson (2009:2) also states that victims of bullying suffer long-lasting psychological harm. Other researchers and experts in the field agree. Laas and Boezaart (2014:2667) state that bullying can impact on children both psychologically and physically, at times causing victims to drop out of school. They also state that children may be killed during a bullying incident. Laas and Boezaart (2014:2667) refer to an instance where retaliation for bullying was cited as the cause of a boy being murdered at school in an article in the Pretoria News. Furthermore, Laas and Boezaart (2014:2678) also believe that bullying has a negative impact on victims' academic performance and that it is a stumbling block to proper education.

Khuzwayo, Taylor and Connolly (2014:1216) concur with the above findings, stating that the consequences of violence in schools include health issues, psychological problems and poor academic performance. They also discuss the fact that victims avoid school activities and stay away from school. These are also the observations of Campbell (2005:70) who states that, "Depression, fear of school, loneliness, school disengagement, stunted academic progress, and suicidal ideations and behaviours are a few of the problems that may adversely affect victims of bullying". (Glew et al, 2005, as cited in Hutzell & Payne, 2017:2; Attwood & Croll, 2006, as cited in Hutzell and Payne, 2017:2; Meyer, Adams & Conner, 2008, as cited in Hutzell & Payne, 2017:2; Townsend et al., 2008, as cited in Hutzell & Payne, 2017:2). Hutzell & Payne (2017:8) found that the victims of bullying were slightly over six times more likely to either avoid certain areas at school or avoid attending school than those who were not bullied.

Sharp and Smith (1994, as cited by Ferguson et al, 2007), Nansel et al. (2001, as cited by Ferguson et al, 2007), Haynie, Nansel and Eitel (2001, as cited in Ferguson et al., 2007), De Voe et al. (as cited in Ferguson et al, 2007) and Dean, Traube and McKay (2005, as cited by Ferguson et al, 2007) stated that bullying victims are more likely to have behavioural problems, have negative feelings about their school and avoid certain areas and activities at school. They further state that victims achieve lower marks and suffer more from headaches, nightmares, depression and school phobia than those who are not bullied. Mncube and Steinmann (2014:205) find that

the consequences of bullying for the victim can be unhappiness, absenteeism, inability to concentrate at school, insomnia and/or a bleak outlook on the future. Notar et al. (2013:133) argue that cyberbullying has the same effect as face-to-face bullying on the victims, namely avoidance of school activities, poor academic results, absence from school, depression and suicide.

It is clear that bullying is an enormous social problem with dire consequences for victim and perpetrator alike, more so for the victim at the time of the occurrence but with lasting effects for aggressor and sufferer. The UDHR specifies the basic human rights of children, which include the right to education in a safe environment. UNESCO and the DBE recognise that bullying infringes on a child's right to education and strive for the eradication of bullying. Schools must recognise the lasting effects of bullying on victims and perpetrators alike and do all they can to curb bullying.

2.5 GLOBAL PERSPECTIVES ON BULLYING IN SCHOOLS

School violence, which includes bullying, is an international problem that has become a major focus of concern. "It is a challenge in all countries, and global efforts are required to address the issue" (Joon Sik Lee, as cited in UNESCO, 2017c:2-3). "The UN World Report on Violence against Children observed, it is a global phenomenon" (Pinheiro, as cited in UNESCO, 2017d:1). According to UNESCO (2017a:9), bullying and other forms of school violence affect a substantial proportion of children and teenagers. The *Global Status Report on School Violence and Bullying* estimates that 20% of the world's children and adolescents experience bullying and school violence every year.

The estimates of the proportion of victims and perpetrators of bullying do vary between studies and countries though, "ranging from less than 10% to over 65%" (UNESCO, 2017a:9). Olweus (as cited in Banks, 1997:2), stated that various studies and reports have established that roughly 15% of pupils are bullied regularly. According to UNESCO (2017a:9), a 2016 UNICEF opinion poll, which received 100 000 responses from young people in 18 countries, found that 66% of the respondents stated that they had been bullied. According to UNESCO

(2017c:2), of the 66% of the 100 000 respondents to the survey, 25% reported being bullied due to their physical appearance, 25% because of their sexual orientation or gender and 25% due to their national origin or ethnicity.

UNESCO (2017c:2), drawing on the Global Status Report, recommends that globally school violence and bullying need to be addressed as a matter of priority. This needs to be done by promoting awareness, strengthening leadership, training and educating staff, engaging children and teenagers and establishing partnerships, establishing reporting systems and improving the collection of evidence and data. Countries across the globe are trying to deal with the issue of bullying. Olweus (as cited in Smith et al. 2004:13) finds that as the issue of bullying and dealing with it has gained importance globally, various suggestions have been made regarding how to deal with bullying in schools and how to prevent it from occurring. Olweus is of the view that some of the approaches that have been suggested are meaningful and have the potential to make a difference; while others seem not to be well thought out and could even be counter-productive.

In the United Kingdom (UK), the issue of bullying became a prominent concern in 1989, after the publication of three books on the subject in 1989, namely, *Bullying in Schools*, edited by Tattum and Lane (cited in Smith et al., 2004:5), *Bullying: An international perspective*, edited by Roland and Munthe (as cited in Smith, 1997:191), and *Bullies and victims in schools*, written by Besag, and the release of the Elton Report on Discipline. Although the Elton Report, cited in Smith (1997:191), described discipline in schools, focusing on discipline and teacher-pupil relations, the report did mention bullying, stating that studies focusing on bullying in schools indicated that bullying is rife and generally ignored by the teaching fraternity. The report also indicated that, according to research, bullying damages school atmosphere, whilst causing individual pupils to suffer considerably.

Furthermore, Whitney and Smith (as cited in Smith & Shu, 2000:194) claim that the pervasiveness of bullying in the majority of, if not all, schools was verified by extensive surveys of school bullying.

After 1989, in the UK, steps were being taken to deal with the problem of bullying in British schools. According to Smith and Shu (2000:195), a booklet titled, *Bullying – A Positive Response*, was published in 1990, and there were other initiatives, like ChildLine services for those who suffered bullying. In 1991, schools had material relating to bullying at their disposal. In 1992, “the Department of Education circulated a pack, *Action against Bullying*, produced by the Scottish Council of Research in Education” (Smith & Shu, 2000:195). At the same time, Maines and Robinson (1992; 1997) were promoting the “No Blame” approach. Intervention plans that were monitored also took place. In addition, Cowie, Cowie and Wallace, cited in O’Moore and Minton (2005:611) indicated that peer support networks were found to be successful in conflict resolution and anti-bullying efforts.

One such project took place in Sheffield and included 23 schools. The project ran from 1991 to 1994 and, by and large, schools reported a reduction in bullying, “30% ascribed to intervention work” (Smith, 1997:198). Based on the findings of the Sheffield project, the Department of Education generated the *Don’t Suffer in Silence* pack in 1994, which was offered free of charge to state schools. Nineteen-thousand schools requested the pack. According to Skinner, as cited in Smith and Shu (2000:195), there were also many other resources available to schools in the UK by 1996. According to Smith and Shu (2000:195), opinions about bullying had changed considerably by 1997. There is a more open discussion about bullying, school inspections by the Office for Standards in Education (OFSTED) included in the inspection whether there is an issue of bullying in the school and what measures are being taken by the school to oppose it, which includes policy. A survey of schools, conducted nationally in the UK by Smith and Madsen in 1997, reported, that by 1996, roughly 33% of schools had a specific anti-bullying policy and 33% incorporated bullying in their behaviour or discipline policies.

Nicolaides, Toda and Smith (2002:105) state that since September 1999, it is mandated by law that schools in England and Wales are required to have an anti-bullying policy or some form of an anti-bullying programme. “The School Standards Framework Act of 1998 and the Education (Independent Schools Standards)

Regulations of 2003” required schools in England and Wales “to have anti-bullying policies and processes which should include provisions for dealing with cyber bullying” (Williams & Pearson, 2016:15).

Ireland also takes the issue of bullying very seriously, and in 1993, the Ministry of Education in Dublin produced national guidelines for counteracting bullying in schools. Intervention approaches in Ireland include “whole school policy approaches and no punitive sanctions for bullies such as the *No Blame* ... method, as well as peer support” (O’Moore, as cited in Smith and Brain, 2000:6).

In the USA, according to Hymel, Schonert-Reichl, Bonanno, Vaillancourt and Henderson (2010:101), it was only close to the 21st Century that public awareness about bullying came to the fore and that there was concern about the issue. “The Columbine Massacre in 1999 rallied fear and outrage among the public, when secondary students Eric Harris and Dylan Klebold carried out a 3-hour planned revenge, killing a teacher and 12 students and wounding 20 others” (Hymel et al., 2010:101). Patchin and Hinduja (2006:151) argue that after the Columbine Massacre, the need to deal with bullying by the Education Department became paramount, as Harris and Klebold’s classmates had reportedly ostracized them. Sampson (2009:1), states that this is still the cause of school violence in 2009, with two-thirds of school shootings being perpetrated by victims of bullying.

Sampson (2009:4) claims that fewer studies relating to the ratio of bullies to victims have been conducted in the USA when compared to other countries. He does report that “a recent study of a nationally representative sample of students found higher levels of bullying in America than in some other countries” (Sampson, 2009:4).

However, in the USA, the “police have assumed greater responsibility for helping school officials ensure students’ safety” (Sampson, 2009:1). In addition, the “courts appear open to at least hearing arguments from chronic victims of bullying who allege that schools have a duty to stop persistent victimization” (Sampson, 2009:14). According to Scott (as cited in Sampson, 2009:1), bullying is possibly the most widespread and underreported safety issue in American schools.

When considering policies to counter bullying, in the USA by 2001, “eight states have considered or adopted legislation requiring schools to implement bullying prevention policies and programs” (Zehr, as cited in Whitted & Dupper, 2005:167). In 2001, the No Child Left Behind Act (NCLB) was passed. The aim of the act is to ensure that safety in schools remains a top priority throughout the USA. Schools were mandated to define what constituted a “persistently dangerous” school and the Unsafe School Choice Option of the NCLB allowed for learners who were deemed to be attending “persistently dangerous” schools to transfer “to a safe school in the same district” (U.S. Department of Education [DOE], as cited in Whitted & Dupper, 2005:167). The DOE sent a series of letters, titled “Dear Colleague”, to schools in 2010, addressing various issues relating to bullying. These letters encouraged schools to have “clear policies and procedures in place” (Cornell & Limber, 2016). This would seem to point to the fact that it is not mandated for schools in the USA to have their own anti-bullying policies and procedures as they are merely encouraged to do so. However, according to Sacco et al. (2012:3), 48 states had enacted legislation making it a requirement that school districts adopt policies concerning bullying; by January 2012, this left only the District of Columbia and two states, namely Dakota and Montana that were yet to legislate the requirement.

In Australia, research into the issue of bullying began in 1989, with Rigby and Slee leading the way. The studies initially focused on South Australia, building on the research that had already been conducted in other countries. In time, their research, sometimes in collaboration and sometimes individually undertaken, included many other parts of Australia, with over “30 000 students and teachers in both primary and secondary schools [having] been questioned” (Rigby, 2007:12). According to Rigby (2007:12), since the turn of the century, many other practitioners and researchers, across all states, have been focusing on the serious issue of bullying.

When contemplating measures to bring about awareness about the reality of bullying, Rigby (2007:13) indicates that Australia is teaching parents, counsellors and teachers about bullying through workshops and seminars. There appears to be a deep sense of community in dealing with the problem of bullying in Australia, as

Rigby (2007:3) points out that hospitals, schools and health centres organise discussion groups and meetings. In addition, there is a sharing of knowledge and a drive to develop sound intervention programmes, with stakeholders giving practical advice and sharing methods that have worked for them.

In 1994, a researcher who was part of the Sheffield project in the UK, Sonia Sharp, went to Australia and did much to stimulate the desire and drive to implement intervention programmes in Australian schools. She excelled at “presenting and modelling methods of intervention” and managed to stimulate “many counsellors and teachers [in Australia] to examine and try out new methods of countering bullying in ... schools” (Rigby, 2007:14). Rigby (2007:263-264) maintains that in Australia there is a huge drive to educate teachers about bullying and equip them to deal with the problem, with several state initiatives and national organisations hosting conferences and sharing information.

Australia assists victims of bullying through various systems that protect children from bullying and offer assistance when children are bullied; these include the Kids Help Line (KHL), which has highly trained counsellors assisting children telephonically, and the Safety House Program, where a network of safe houses are provided for children who may feel threatened on their way to or from school. According to the July 1995 Safety House Australia (SHA) Newsletter, “20% of incidents that led children to make use of the safe houses were due to bullying” (Rigby, 2007:195).

The federal education department in Australia takes the issue of bullying very seriously and “was instrumental in developing the *National Safe Schools Framework* [in 2003]” (Rigby, 2007:263). It was created by the Student Learning and Support Services Task Force (2003) principally to address the issue of bullying in schools. With reference to matters of policy, initially the *National Safe Schools Framework* suggested that every Australian school should have a specific anti-bullying policy, but Geary (2014:5) points out that it is now a requirement that all schools in Australia must have an anti-bullying policy. Geary (2014:8) claims that it is a requirement of State and Territory Education Departments that learners, parents, caregivers,

school staff and the community collaborate in the development of schools' anti-bullying policies.

Furthermore, "teachers are required by law to report children when they have 'reasonable grounds to suspect children are at risk of harm' (NSW Department of Education & Communities, 2011; Geary, 2014:5). There is the expectation that teachers must understand what is tantamount to bullying and know what is expected from them with regards to dealing with and reporting bullying (Geary, 2014:6).

In South Africa, the prevalence of bullying is high. A study by Naser et al. (cited in Protogerou and Flisher, 2012:2), found that 61% of the participants from their study of high school learners in Tshwane reported being bullied. Townsend, Flisher, Chikobvu, Lombard and King (2008) also reported prevalence rates of 61% (Boyes et al. 2014:1). A study by Townsend et al. reported that 52% of the participants in their study, Grade 8 learners in Cape Town, stated that they had been bullied (Protogerou, 2012:2). A study by Reddy et al. drew on a national sample of high school learners and reported that 41% of the participants reported being bullied (Protogerou & Flisher, 2012:2; Boyes et al., 2014:1).

Furthermore, a study of grade eight and eleven learners in Durban, by Liang et al. (cited in UNESCO, 2017d:3), found that 36.3% of the participants reported being bullied. Flisher et al. (2006, as cited by Protogerou & Flisher, 2012:2) reported that of the Grade 9 participants from Port Elisabeth, 24.3% reported being bullied. Another study by Mlisa et al. (2008, as cited in Protogerou & Flisher, 2012:2-3) that focused on high school learners from the Eastern Cape, found that 16.49% reported being bullied. A study by Taiwo and Goldstein (2006, as cited in Protogerou & Flisher, 2012:2), which focused on rural high schools in the province of Mpumalanga, found that 11.8% of the participants reported being bullied.

According to a South African National Youth Risk Behavioural Survey conducted in 2002 by the Department of Health, 49.3% of Free State high school pupils participating in the survey reported being bullied the month before the survey (Laas & Boezaart, 2014:2674). A study by the University of South Africa (UNISA) in 2012, found that 34.4% of the 3 371 participants reported being bullied (Laas & Boezaart,

2014:2674). Wendy Sinclair, a South African educational psychologist, states that she handles four or five cases of bullying monthly (Baruth & Mokoena, 2016:98). Khuzwayo et al. (2016:1218) found that 23.9% of the participants in their study of schools in uMgungundlovu District in KwaZulu-Natal reported being victims of bullying in the last 12 months. According to Townsend et al. (2008:29), the frequency of bullying in South African schools is higher than that of developed countries, where the rate is between 5% and 35%. The South African Human Rights Commission stated in 2008 that with time the intensity and levels of bullying had increased (Mncube & Steinmann, 2014:205).

When considering intervention programmes such as the Olweus Bullying Prevention Programme, a literature search by Protogerou and Flisher (2012:11), found only one documented anti-bullying intervention by Meyer and Lesch in 2000. It only targeted boys and was implemented in only three schools. This “social or behavioural skills modification programme ... did not decrease bullying in any statistically-significant way” (Protogerou & Flisher, 2012:11-12).

When contemplating policies, by 2012, “a South African policy specific to school bullying (or school violence) [did] not exist” (Protogerou & Flisher, 2012:16). According to Laas and Boezaart (2014), the South African Schools Act (SASA) 84 of 1996, mandates codes of conduct for learners in public schools. The SASA does not, as yet, specifically mention bullying though, but conduct that is not to be tolerated in schools is identified in section 10A of the act does cover elements of bullying, for instance:

the endangerment of mental or physical wellbeing; undermining human dignity, humiliation; undermining the rights as set out in the Bill of Rights; and/or the destruction of private property. (Laas & Boezaart, 2014:2680-2681)

As with the SASA, the Children’s Act 38 of 2005 enshrines the rights of children according to the Constitution and the Bill of Rights. The Children’s Act (2005, Section 1) specifically mentions bullying by another child when defining child abuse.

Abuse, in relation to a child, means any form of harm or ill-treatment deliberately inflicted on a child, and includes – (a) assaulting a child or inflicting any other form of

deliberate injury to a child; (b) sexually abusing a child or allowing a child to be sexually abused; (c) bullying by another child; (d) a labour practice that exploits a child; or (e) exposing or subjecting a child to behaviour that may harm the child psychologically or emotionally. (De Wet, 2016:29)

The SASA, Child Justice Act 75 of 2008 and the Protection from Harassment Act 17 of 2011, although not specifically referring to bullying, can be used to protect victims from bullying and to punish perpetrators of bullying (Laas & Boezaart, 2014:2679-2691). The DBE mandates that all schools in South Africa “need to create a policy framework ... in line with South Africa’s constitution and legislation [that] protects and promotes safety and respect of human rights” (CJCP, 2012:3). This mandate includes frameworks to deal with and prevent bullying in schools.

It is clear that bullying is an international problem, which needs to be addressed as a matter of urgency. Fortunately, Olweus (cited in Smith et al. 2004:13) states that bullying and methods of dealing with bullying have been gaining importance globally. It is a human rights issue, and countries such as the UK, Ireland, USA, Australia and South Africa are taking the matter seriously, with the schools training staff, liaising with learners and drafting and implementing policies to ensure the safety of all children.

2.6 EMERGING TRENDS AND CHALLENGES RELATING TO BULLYING IN SCHOOLS

UNESCO’s *Global Status Report on School Violence and Bullying* (2017a:8; 2017c:2) states “school violence and bullying includes physical violence, psychological violence and sexual violence”. UNESCO (2017a:8) also declares that a high percentage of bullying and school violence is related to gender, either based on gender discrimination, stereotypes or role expectations or differential power status.

In addition, UNESCO (2017a:8) proposes that those who are “vulnerable for other reasons are at higher risk of falling victim to bullying and school violence”. This includes children and adolescents “who are poor or from ethnic, linguistic or cultural minorities or migrant or refugee communities or have disabilities” (UNESCO,

2017a:8). According to UNESCO (2017a:8), bullying at school usually occurs when and where learners receive less supervision or are not easily visible. Places where bullying occurs include playgrounds, change rooms, toilets and corridors. UNESCO (2017a:9) also reports that many victims of bullying and school violence do not report being bullied. This is a problem as bullying can be invisible to parents and teachers, and the bullying can continue undeterred as a result. Added to the lack of reporting is the issue of teachers' and parents' attitudes to bullying, with UNESCO (2017a:9) declaring that parents and teachers often ignore school violence and bullying, stating that in a few contexts, bullying and fighting are seen as normal and part of growing up, with adults unaware of the damage caused by these actions to victims.

Despite bullying being recognised as hugely problematic, being researched, prevention programmes being developed and implemented and policies and legislation being put in place to combat bullying in schools, over the past close to 30 years in the UK and Australia, and over the past close to 20 years in the USA, bullying remains a serious issue in schools worldwide. According to UNESCO (2017a:9), an estimated 246 million young people worldwide are victims of bullying and school violence each year.

UNESCO (2017a:22) concludes that over 50% of the participants in a survey conducted in South Africa in 2008 reported being bullied on one or two occasions during the past month. Although the rate of bullying differs from country to country, a UNICEF report released in 2014, titled, "Hidden in plain sight: A statistical analysis of violence against children" (UNESCO, 2017a:21), reported that bullying was a worldwide problem. The 2015 Trends in International Mathematics and Science Study (TIMSS) of grade four learners across 49 countries, cited in UNESCO (2017d:4), found that approximately 45% of the participants indicated that they had been bullied at least once during the period of a month. The averages varied between countries, with South African participants reporting the highest percentage of bullying (78%), Bahrain was second highest (66%), and the lowest percentages being reported in Kazakhstan and the Republic of Korea (roughly 25%).

Furthermore, a 2016 UNICEF survey that was completed by “100 000 young people in 18 countries” found that “two-thirds of respondents reported that they had been victims of bullying” (UNESCO, 2017a:9). This survey found that 25% indicated that they were bullied because of their national origin or ethnicity and 25% indicated that they were bullied because of their sexual orientation or gender (UNESCO, 2017a:17). Child Helpline International reported in 2014 that the most common reason for children and teenagers contacting a helpline is bullying (UNESCO, 2017:15).

When considering gender and bullying trends, The World Health Organization (2016), reported that it was 50% more likely for boys to be bullies and in addition, although the evidence is not consistent, there is evidence that there is a difference in the way boys and girls either perpetrate or fall prey to bullying. Although experienced by both genders, “boys are more likely to perpetrate and experience physical violence and girls are more likely to perpetrate and experience psychological violence” (UNESCO, 2017a:9-18). These were the findings of studies conducted in the USA, Malta and Australia, according to UNESCO (2017a:18).

Another trend in bullying is homophobic bullying. An evidence review by UNESCO “found that the proportion of lesbian, gay, bisexual and transgender students (LGBT) experiencing school violence and bullying ranged from 16% to 85%” and in addition “the prevalence of violence was between three and five times higher among LGBT students than among their non-LGBT peers” (UNESCO, 2017a:9).

A survey involving over 7000 learners, aged between 13 and 21, run by LGBT associations, discussed in Kosciw et al. (2012, as cited in Menesini & Salmivalli, 2017:243), found that almost 90% of the LGBT learners reported being harassed at school (Menesini & Salmivalli, 2017:243). “Homophobic teasing or name-calling is a commonly reported experience of ... [LGBT] students, among these students 50-80% have experienced it” (Espelage et al., 2015, as cited in Menesini & Salmivalli, 2017:243; Russell et al., 2014, as cited in Menesini & Salmivalli, 2017:243).

A UNESCO report published in 2016 titled, “Out in the Open: Education sector responses to violence based on sexual orientation or gender identity/expression”

argues that homophobic bullying usually occurs at school and usually takes the form of psychological bullying, like exclusion and verbal bullying (UNESCO, 2017a:24). According to the report, it would appear that homophobic bullying was far more prevalent in developed countries.

This is contrary to the findings reported in a news article in *The Times of India*, published on 18 November 2017, titled, “1 in 3 Chennai LGBT students drops out of school due to bullying” citing a survey that was released by Sahodaran, an NGO, and UNESCO on Friday, 17 November 2017. The survey focused on LGBT adolescents and found 65% of the participants felt unsafe when at school. The forms of bullying varied according to grades as “physical harassment was high among middle/high school students (60%) and higher secondary students (50%), while sexual harassment was high in primary school (43%)” (*The Times of India*, 2017).

As with victims of bullying who are not bullied because of sexual orientation, the participants in this survey, LGBT adolescents, seldom reported being bullied, with only 18% indicating that they reported the bullying. According to Sahodaran founder-director Sunil Menon, this “was due to the lack of a redressal system that could instil confidence in them” (*The Times of India*, 2017). Of those who reported being victims of bullying due to their sexual orientation or gender expression, 49% indicated that they were told to ignore the bullying and 29% were advised to change their behaviour and mannerisms. However, “about 53% [of the participants] said that action was taken against the bullies” (*The Times of India*, 2017).

When contemplating where bullying and school violence occurs, a report by the Republic of Korea Ministry of Education in 2015, found that 75.5% of bullying and school violence took place on school property and 24.5% occurred off school property (UNESCO, 2017a:19). Furthermore, UNESCO (2017a:9) states that emotional bullying is more common than physical violence in schools in industrialised countries but acknowledges that physical violence is, in fact, a severe problem in areas that are not industrialised.

Additionally, UNESCO (2017a:25) maintains that a study conducted in Southern Africa in Botswana, Lesotho, Namibia and Swaziland found that 70% of the

participants in Swaziland and 96% of the participants in Botswana reported violence occurring in their schools. This included violence based on gender expression, physical violence and verbal violence. Verbal violence was found to be the most common, but physical violence was reported as a common occurrence. A nationwide survey in 2015 in the USA, found that 7.8% of the participants, ranging from grades 9-12, reported being involved in a physical fight at school within the last year. In addition, 5.6% of the participants indicated that they had not attended school at least once during the past month due to feeling unsafe at school. Furthermore, 4.1% of the participants admitted to carrying a gun, club or knife to school at least once during the past month and 6% of the participants reported either “being threatened or injured with a weapon on school property one or more times in the past 12 months before the survey” (UNESCO, 2017a:25).

Boys tend to be victims of physical attacks more often than girls in most countries, according to UNESCO (2017a:26) but a 2012 nationwide survey conducted in South Africa, report found that “around 6% of both boys and girls reported being physically attacked or hurt at school in the past year” (UNESCO, 2017a:26). A further 22% indicated that they had been threatened or assaulted or robbed while at school.

Furthermore, South African researchers Mncube and Steinmann (2014:205), argue that possibly the most well-known and common manifestation of gang-related school-based violence is bullying. The South African Human Rights Commission report (2008), stated that the intensity and levels of bullying have increased over time. Although no statistics are furnished, Mncube and Steinmann (2014:208) indicate that their study found many of the participants had either been threatened, physically harmed or both. Their research also found that, in at least two of the schools that participated in the study, the carrying of weapons by learners was an issue. One principal had confiscated sharp objects, knives and even machetes from learners in his school” (Mncube & Steinmann, 2014:208). However, they also report that a teacher at the school indicated that learners carry weapons for protection from muggings on the way to and back from school. Mncube and Harber (2014:324) claim that reports in electronic and printed media appear daily regarding gang-related

activities, high levels of violence, physical abuse and sexual abuse in South African schools.

The percentage of participants who reported being sexually assaulted in the Mncube and Harber study (2014) is similar to the findings of a nationwide South African survey conducted between August 2011 and August 2012 (Khuzwayo et al. 2016:216), which reported that 4.7% of the participants had been raped or sexually assaulted. The study by Khuzwayo et al. (2016:1217) conducted in Kwa-Zulu Natal, found that only 2.4% of the learners participating in the study took weapons to school. However, 21.2% of the male learners had been involved in a physical fight and physical fighting increased with age (Khuzwayo et al., 2016:1217).

UNESCO (2017a:9) suggests that there is limited data relating to sexual abuse and violence at school due to the lack of reporting of such occurrences by victims. It acknowledges that sexual abuse and violence occurs in schools, with girls usually being the victims. The Human Rights Watch (2001), reported that school girls being sexually harassed or abused by schoolboys was widespread in South African schools (Mncube & Steinmann, 2014:206). Mitchell (2005) found that girls were sexually harassed, assaulted, abused and raped by male learners at school (Mncube & Steinmann, 2014:206-209). The study also reported that in South Africa girls are still victims of sexual harassment, abuse, assault and rape at school, perpetrated by male learners or teachers. "Girls who encountered sexual violence at school were raped in school toilets, in empty classrooms and hallways, and in hostels and dormitories" (Mncube & Steinmann, 2014:209). One of the main reasons for girls underperforming in school or dropping out of school is either a fear of or the experience of sexual violence at school.

Additionally, UNESCO (2017a:9) identifies cyberbullying as a problem that is growing. According to Italian researchers, Bertolotti and Magnani (2013:285), cyberbullying is starting to represent a worldwide emergency. UNESCO (2017a:24), notes that the rate of cyberbullying had reportedly increased from 8% in 2010 to 12% in 2015 in Europe. An important factor in the rise in cyberbullying "is the rapid growth in children's access to the internet and other ICTs [information and

communication technologies]” and recent data indicates “that one-third of internet users worldwide are below 18 years of age” (UNESCO, 2017a:22)

Additionally, UNESCO (2017a:19) claims that cyberbullying is more prevalent in middle and secondary schools and increases in the secondary school phase. Victims of cyberbullying are often also victims of face-to-face bullying. In the USA, the Cyberbullying Research Centre found that many children and teenagers who reported being victims of cyberbullying also reported being victims of other forms of bullying. This is similar to the findings of the European Union Kids Online Survey, which included 25 European countries (UNESCO, 2017a:20), which reported that roughly 50% of cyberbullying victims had been bullied face-to-face. Juvonen and Gross (2008); Smith et al. (2008) and Stanbrook (2014) stated that 72% of the participants of an online survey for 12-17-year-olds in the USA reported being cyberbullied at least once in the past year, and 85% of these participants also reported that they had also been bullied at school (UNESCO, 2017d:10). In the UK, Beatbullying’s “Second Virtual Violence Study”, discussed by Cross, Piggan, Douglas and Vonkaenel-Flatt (2012, as cited in (Williams & Pearson, 2016:11), found that 20% of the participants indicated that their experience of cyberbullying was a furtherance of face-to-face bullying, but 27% indicated that the bullying started online (Williams & Pearson, 2016:11). According to Williams and Pearson (2016:11), it is becoming more common for bullying to begin online.

When considering the motivation behind cyberbullying, a study by Hoff and Mitchell (2008), found that relationship issues were often the cause of cyberbullying, with 41% of the participants citing breakups as the reason for cyberbullying, 20% cited envy, 16% cited intolerance, and 14% cited ganging up as the reason (Stoel, 2011:2). Cross et al., cited in Williams and Pearson (2016:1), found that the most common reason given by perpetrators was for revenge (39%), the second most common reason was doing it as a joke (26%), followed by 16% of the participants reporting that they cyberbullied because they were “angry about stuff” and a further 15% reporting that they cyberbullied due to boredom. A Turkish study by Topeu, Yildirim and Erdur-Baker (2013:145) identified that the most common reasons for

cyberbullying were doing it as a joke, for revenge, to inflict intentional harm and the easiness of bully online.

A consideration regarding the dangers of cyberbullying on the psyche of the victim is the fact that, unlike other forms of bullying perpetrated by fellow scholars, cyberbullying does not end once the victim is away from the bully. Wherever the victim is and no matter the time of day “the victim may continue to receive text messages or emails” (Slonje & Smith, 2008:148). A Canadian study by Mishna, Saini and Solomon (2009:1224) stated that a child who participated in the study referred to cyberbullying as “non-stop bullying” as it takes place at school and continues online when the victim has returned home. Another issue is the size of the audience that can bear witness to the humiliation of the victim when for instance “someone downloads a picture or video clip with intentions to embarrass the person in the clip” (Slonje & Smith, 2008:148). Added to these issues is the anonymity of the perpetrator at times and “the invisibility of those doing the bullying” (Slonje & Smith, 2008:148). Mishna et al. (2009:1224) indicated that the majority of the learners participating in their study portrayed cyberbullying as anonymous.

Cyberbullying can be a challenge to deal with because, besides a lack of reporting, cyberbullies can act anonymously and are thereby almost impossible, if not completely impossible, to identify. In the school context, “cyber bullying poses new challenges for teachers because it is more difficult to detect than direct physical bullying, since it is conducted in a virtual environment” (Baruth & Mokoena, 2016:98). In the USA, “it has been upheld in court that schools have the right to punish a student for cyberbullying if it is done on school grounds and/or it is interrupting valuable class learning” (Manson, cited in Stoel, 2011:2).

In 2003, Simmerle (cited in Li, 2007b:1786), indicated that at that stage cyberbullying that took place off school property was outside of a school’s jurisdiction and under such circumstances school authorities could not act against learners perpetrating cyberbullying. In many countries, the rights and responsibilities of schools in dealing with cyberbullying are not concrete. In South Africa, an article in the *Sunday Times* by Govender (2017:3) reported on the negative reaction to staff

members at Maragon Ruimsig Primary School when they tried to intervene in what the grade six victim's parents referred to as cyberbullying. The school indicated in its newsletter, following the incident and their attempt at intervention, that "following its attempts at peace-making – 'which exacerbated the process' – the school would no longer be used as 'a platform to vindicate or escalate personal issues'" (Govender, 2017:3).

One consequence of cyberbullying is suicide, as a number of adolescents in the USA and UK have committed suicide after being cyberbullied, according to Bertolotti and Magnani (2013:295). Cyberbullying was responsible for several teenage suicides in the USA (Goodno, cited in Smit, 2015:1). Tomazin and Smith (2007), indicated that Alex Teka, a 12-year-old girl from New Zealand, committed suicide after allegedly being cyberbullied in the year preceding her death. She was reportedly sent threatening and abusive text messages and emails by learners from her school and allegedly, the bullying became worse after her mother approached the school regarding the bullying (Bhat, 2008:53).

Also in 2006, Megan Meier, a 13-year-old girl from the USA, committed suicide after the person she believed to be her online boyfriend, started sending her hurtful and cruel messages. It came to light that "the profile ... was allegedly created by the mother of a former friend of Megan's" (ABC News, cited in Bhat, 2008:53). Sampasa-Kanyinga, Roumeliotis and Xu (2014) conclude that 3.31% of cyberbullying victims considered suicide, 2.79% planned suicide, and 1.73% attempted suicide. As with other forms of bullying, cyberbullying is also seldom reported, Ditch the Label (2014) found that 52% of victims of cyberbullying via smartphone apps had never reported the incidents. Bullying UK (2014), found that where cyberbullying was reported to social network sites, a mere 8.8% of the participants reported that the social networks took any form of action (Williams & Pearson, 2016:13).

Key challenges in dealing with bullying and violence in schools identified by UNESCO (2017a:10) include a lack of policy and legislation, poor implementation and enforcement of existing policies to counter bullying, limited educational

resources, insufficient training of staff and lack of appropriate curricula. A lack of awareness regarding the dangers of bullying; cultural and social tolerance of bullying; weak co-ordination between schools and social, child and health services, limited involvement of the youth in intervention programme planning and intervention, lack of appropriate reporting mechanisms, lack of counselling, limited evidence base of good practice and limited data on the causes, nature, impact and scale of bullying are also challenges to dealing appropriately with bullying, according to UNESCO (2017a:10-11).

When considering challenges to dealing with bullying in schools, the lack of reporting is certainly a challenge. UNESCO (2017a:20) suggests that those who are the most in need of support and who are the most vulnerable are the least likely to seek help or report bullying. The reasons for lack of reporting include “lack of trust in adults, in particular teachers, fear of repercussions or reprisals, feelings of guilt, shame or confusion, concerns that they will not be taken seriously or not knowing where to seek help” (UNESCO, 2017a:20).

In addition, parents, teachers and SMTs attitudes towards bullying can prevent successful interventions and even encourage continued bullying. Mncube and Steinmann’s (2014:208) study found that parents and teachers saw bullying as inevitable and part of school life. “Schools are failing to deal with cases of bullying or sexual harassment even when they are reported to teachers” (Mncube & Steinmann, 2014:209). A study by Sherer and Nickerson (2010:223), conducted in the USA, with 213 school psychologists participating in the study, found that the need for staff training with regards to bullying was identified as the anti-bullying strategy most in need of attention. Twenty-three per cent of the participants who identified this need as the most important indicated that there was no staff training in the area of bullying.

Despite much research in the area of bullying and countries and schools focusing on the issue of bullying, it remains a mammoth problem. Victims of bullying are often the children who are vulnerable due to disability, gender, sexual orientation, or being in the minority due to ethnicity, language or culture. Bullying takes various forms and

can be verbal, physical and sexual and can occur in cyberspace. There are numerous factors which pose challenges to the management and eradication of bullying, such as lack of policy, poor implementation of policy, insufficient staff training, insufficient curricula and poor reporting systems. This study explores the prevalence of anti-bullying policies, implementation of policies and staff training within the schools participating in the study.

2.7 CHAPTER SUMMARY

In this chapter, the concept of bullying is defined and conceptualised. The chapter also explores the historical background of bullying and the philosophical view on bullying, drawing on the work of UNESCO (2017d), Ferguson et al. (2007), Nansel et al. (2007, as cited in Ferguson, San Miguel, Kilburn Junior and Sanchez, 2007:402), Smith et al. (2004) and Rigby (2002). It discusses bullying as a social problem as well as human rights issue as bullying leads to poor school attendance, psychological issues and even suicidal ideation. Chapter 2 also explores global perspectives on bullying in schools, focusing on the UK, Ireland, USA, Australia and South Africa. Lastly, it considers emerging trends in bullying, such as homophobic bullying and cyberbullying, while exploring challenges related to bullying in schools.

CHAPTER 3

POLICY ISSUES AND THEORETICAL FRAMEWORK

3.1 INTRODUCTION

This chapter is divided into two sections, A and B. Section A focuses on the implications of bullying on global policies and issues preventing the various policies from meeting their goals, specifically concerning education for all. Secondly, this section critically analyses the DBE's *Addressing Bullying in Schools* Policy Framework, which is used extensively for this study. The section ends with a review of the literature pertaining to the requirements for a sound anti-bullying policy. One of the areas of exploration for this study is measuring the strength of the participating schools' anti-bullying policies, and I draw extensively from Section 3.4 when designing the framework against which I measure the participating schools' anti-bullying policies.

SECTION A: POLICY ISSUES

3.2 IMPLICATIONS OF BULLYING ON GLOBAL POLICIES

The United Nations Development Programme (UNDP) booklet titled, Sustainable Development Goals (n.d.a:3) indicates that leaders from 193 countries worldwide met in 2015 to consider the future. According to these leaders, the future was daunting, with many countries experiencing and/or facing drought, famine, plagues, poverty and war. They understood that things could be different as there is enough food to feed all people; it just needs to be shared. Furthermore, they recognised that there are medicines available for HIV and other diseases but that these medicines are expensive. Although they understood that floods and earthquakes could not be prevented, they recognised that high death tolls could, in fact, be prevented. These leaders also believed that across the world, billions of people hoped for a better future, just as they did.

Due to these deliberations, the delegates formulated a plan which they named the Sustainable Development Goals (SDGs). These goals form part of the 2030 Agenda for Sustainable Development, which UNESCO calls "an ambitious, aspirational and

universal agenda to wipe out poverty through sustainable development by 2030” (UNESCO, n.d.). “The SDGs came into effect in January 2016, and they will continue to guide UNDP policy and funding until 2030” (UNDP, n.d.b). According to the UNDP (n.d.a:2) there are 17 goals included in the SDGs and these are: no poverty; zero hunger; good health and wellbeing; quality education; gender equality; clean water and sanitation; affordable and clean energy; decent work and economic growth; industry innovation and infrastructure; reduced inequalities; sustainable cities and communities; responsible consumption and production; climate action; life below water; life on land; peace, justice and strong institutions; and partnerships for the goals.

The UNDP (n.d.a:3) acknowledges that this plan is ambitious but believes that it is possible to rid the world of hunger and extreme poverty by 2030. According to the UNDP (n.d.a:3), extreme poverty was cut in half by international communities over the past 15 years. Goal 4 – Quality Education, aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNDP, n.d.a:7). This SDG goal is in line with UNESCO’s Education for All (EFA) Steering Committee’s overarching goal which is to “ensure equitable and inclusive quality education and lifelong learning for all by 2030” (UNESCO, 2014:1).

UNESCO (2014:1) states that the EFA Steering Committee met in Oman in 2014 to present and discuss the Joint Proposal on Education beyond 2015. The EFA states that “education is a fundamental human right and a foundation for human fulfilment, peace, sustainable development, economic growth, decent work, gender equality and responsible global citizenship” (UNESCO, 2014:1). In addition, according to UNESCO (2014:1), education plays a key role in reducing inequality and eradicating poverty. Due to these factors, the EFA Steering Committee (UNESCO, 2014:1) believes that, in the broader post-2015 development agenda, education should be an independent goal. However, the EFA Steering Committee also calls for the integration of education “into other development goals in order to highlight their mutual interdependence and catalyse more synergistic action across sectors” (UNESCO, 2014:1). The EFA Steering Committee suggests that the post-2015

global education agenda “should take a holistic and lifelong learning approach, and ensure that no one is left behind” (UNESCO, 2014:1). Furthermore, the EFA Steering Committee (UNESCO, 2014:1) recognises that although education is the responsibility of the state, other stakeholders, like parents, teachers, learners, civil society and members of the community play a vital role in providing quality education.

UNESCO (2014:2) indicates that the EFA Steering Committee identified seven targets for Education Post-2015. These targets had to take the following requirements for education into account: the right to free education, special focus on inclusion and equity, gender equality in and through education, quality education and learning in all settings and at all levels, lifelong learning opportunities, incorporating strategies such as education for sustainable development and global citizenship education and, lastly, using information and communication technologies to improve quality of education. The seven targets are:

“Target 1: By 2030, at least x% of girls and boys are ready for primary school through participation in quality early childhood care and education, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.*

**Minimum global benchmarks will be developed*

Target 2: By 2030, all girls and boys complete free and compulsory quality basic education of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.

Target 3: By 2030, all youth and at least x% of adults reach a proficiency level in literacy and numeracy sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.*

**Minimum global benchmarks will be developed*

Target 4: By 2030, at least x% of youth and y%* of adults have the knowledge and skills for decent work and life through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.*

**Minimum global benchmarks will be developed*

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish sustainable and peaceful societies, including through global citizenship education and education for sustainable development.

Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally trained, motivated and well-supported teachers.*

**National benchmarks and/or targets and scaled timeline should be developed*

Target 7: By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education, prioritizing groups most in need; and strengthen financial cooperation for education, prioritizing countries most in need. (UNESCO, 2014:3-6)

The Code for Quality Education adopted at the launch of the Quality Education and Training Campaign in 2008 held at Kliptown in Johannesburg, which was included in the appendix of the EFA 2009 Country Report: South Africa (2010:51-52), states the responsibilities of various stakeholders in the education system. Those pertaining to dealing with and eradicating bullying include teachers' responsibility to "respect the dignity and rights of all persons without prejudice", the responsibility of learners to "avoid anti-social behaviour like theft, vandalism, assault, sexual harassment, alcohol and drug use, and other activities that disrupt the learning process" and the community's responsibility to "ensure a safe and crime-free environment for schooling, and to protect the school and its assets from vandalism" (DBE, 2010: 51-52).

Added to the work of the EFA Steering Committee, UNESCO together with the World Bank, UNICEF, UNDP, UNFPA, UNHCR and UN Women held the World Education Forum 2015 in Incheon in the Republic of Korea. At this forum, the delegates "adopted the Incheon Declaration for Education 2030, which sets out the new vision for education for the next fifteen years" (UNESCO, 2016:5). The delegates at the World Education Forum "reaffirmed the vision of a worldwide movement for Education for All initiated in Jomtien in 1990 and reiterated in Dakar in 2000" and part of their vision towards 2030 "is to transform lives through

education, recognizing the important role of education as a main driver of development and in achieving the other proposed SDGs” (UNESCO, 2016: 6). They also reaffirmed that education is an essential human right and the foundation for the attainment of other rights.

In addition, the delegates acknowledged that education is key to eradicating poverty, achieving maximum employment and that it is vital for human fulfilment, tolerance, peace and sustainable development. The Incheon Declaration recognises that inclusion and equality are vital to education and commits “to addressing all forms of exclusion and marginalization” and commits to “eliminating gender-based discrimination and violence in schools” as well as “ensuring that all youth ... achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills”, while recognising “the need for education to be delivered in safe, supportive and secure learning environments free from violence” (UNESCO, 2016:7-9). The Education 2030 Framework fully captures SDG Goal 4, which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” and is universal, transformative and “attends to the ‘unfinished business’ of the EFA agenda” (UNESCO, 2016:6).

Additionally, the *Education 2030 Framework for Action* targets include:

Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

Target 4.3: By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent work and entrepreneurship.

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children with vulnerable situations.

Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development. (UNESCO, 2016:20-21)

There are a number of factors that act as obstacles to the UNDP SDGs, the EFA Steering Committee's targets and Education 2030's targets. The *Education 2030 Framework for Action* (UNESCO, 2016:51) recognises that girls need to feel safe at school if they are to continue with their education and that a significant obstacle to girls' education is gender-based violence that is school-related. It is further noted that girls are more vulnerable to sexual harassment, abuse and violence at the onset of puberty. It is also noted that approximately "246 million girls and boys are harassed and abused in and around school every year" and the *Education 2030 Framework for Action* states that "comprehensive, multifaceted and cohesive policies that are gender- and disability-sensitive, and promote norms and systems that ensure schools are safe and free from violence [must be instituted]" (UNESCO, 2016:51-52).

If the overarching goal of EFA, SDGs and Education 2030, SDG Goal 4 "Ensure Inclusive and equitable quality education and promote lifelong learning opportunities for all", is to be met, bullying and violence in schools will have to be eradicated. For children to reach satisfactory levels of literacy and numeracy, they need to attend school regularly and be in a position to achieve to the best of their ability. Bullying in schools has an adverse effect on the victims of bullying as they "often fear school

and consider school to be an unsafe and unhappy place” (Vira, 2008:3). O’Moore and McGuire (2001:7) state that bullying victims are anxious about attending school, are less able to concentrate and that the quality of their schoolwork deteriorates or is poor.

Furthermore, Patchin and Hinduja (2006:151) state that to avoid harassment at school, victims choose to be truant. Farrington et al. (cited in Patchin and Hinduja, 2006:151) argue that children who are truant from school run a far greater risk of dropping out of school and committing acts of delinquency. If this is not avoided, Goal 4 and 16 of the SDGs cannot be met. Tettegah et al. (2006:21) state that victims of bullying are more likely to be truant from school, and when they do attend school, they struggle to concentrate, which lowers their grades. Both of these factors affect the academic success of victims. This is in line with Ferguson et al. (2007:403) who state that victims run a greater risk of viewing school in a negative light and may struggle to concentrate on schoolwork. Ferguson et al. (2007:403) further extrapolate that victims achieve lower grades.

In addition, a study in South Africa by Townsend et al. (2008:29) found that girls who were both bullies and victims were more likely to drop out of school and that victims of bullying performed poorly academically and were more likely to be absent from school. According to Sampson (2009:12), victims of bullying struggle to focus on schoolwork and are regularly absent from school. Sampson (2009:12) also states that researchers in Australia observed that an average of five to ten per cent of learners absented themselves from school to avoid bullying. Another researcher, Geary (2014:4) confirmed that victims of bullying suffer academic difficulties and that bullying leads to adverse and complex lifelong consequences for learning. UNESCO (2017d:3) states that school achievement is reduced by bullying in both girls and boys. In addition, UNESCO (2017c:2) states that bullying and school violence violate the right to education and finds that bullying impacts negatively on learners’ education and their emotional and mental health. Attwood and Croll (as cited in Hutzell and Payne, 2017:2); Glew et al. (as cited in Hutzell and Payne, 2017:2); Meyer-Adams and Conner and Townsend et al. (cited in Hutzell & Payne,

2017:2), find that victims of bullying fear school, disengage at school and suffer from stunted academic progress.

Another more recent form of bullying, namely cyberbullying, also stands in the way of achieving education for all. Beran and Li (2005); Juvonen and Gross (2008, cited in Mishna et al., 2011:63) stated that victims of cyberbullying struggled to concentrate, with their grades suffering as a result, and that they were more likely to be truant from school. According to Notar et al. (2013:133) victims of cyberbullying may withdraw from school activities, absent themselves from school and even fail school. “On-campus cyberbullying disruption during the school day makes it even more difficult to maintain school operations, safety and academic achievement” (Smit, 2015:4). Khuzwayo et al. (2016:1217) found that 21.7% of learners absented themselves from school on at least one occasion due to fear of safety.

Additionally, sexual harassment as a form of “school-based violence is a threat to effective education and impacts on the learner’s rights to equal education opportunities” (Mncube & Steinmann, 2014:206). According to Mncube and Steinmann (2014:206), sexual harassment affects the victims’ school performance and prevents them from attaining their career goals as a result.

Besides the goal of education for all, the SDGs also include health and well-being, Goal 3 reads “Ensure healthy lives and promote well-being for all at all ages” (UNESCO, n.d.a:6). As long as bullying occurs in schools, this goal cannot be achieved as, according to O’Moore and McGuire (2001:7) and Sampson (2009:12), victims of frequent bullying experience poorer health, are more likely to consider suicide, suffer from depression, anxiety, insomnia and social dysfunction. O’Moore and McGuire (2001:7) point out that victims of bullying can suffer from nightmares, bedwetting, stomach and bowel problems, panic attacks and nervous breakdowns and/or can behave in anti-social ways by becoming aggressive and/or abusing alcohol and drugs.

Additionally, Rigby (2003:583) states that being a bully, victim or both may lead to poor psychological health. Rigby (2003:587) points out that an Australian study found that “children bullied frequently (at least once a week) were more likely to

suffer from mental ill-health, suffering somatic symptoms (like feeling run down), anxiety, social dysfunction and depression". Rigby (2003:587) also cites a Finnish study, which found that victims of bullying were far more likely to contemplate suicide than those who were not bullied. The mental health of bullying victims and their ability to function in society is clearly hampered as victims of bullying "go through the school years in a state of more or less permanent anxiety and insecurity, and with poor self-esteem" and the victims devalue themselves to the point where "they see suicide as the only possible solution" (Olweus, as cited in Sampson, 2009:13). Tettegah et al. (2006:21) state that victims of bullying may suffer from post-traumatic stress disorder, personal and social relationship issues and may abuse substances.

Furthermore, Ferguson et al. (2007:403) find that victims of bullying tend to suffer from headaches and nightmares, which are stress-related and may also suffer school phobia and/or depression. Townsend et al. (2007:29) found that victims of bullying suffered psychological distress. Geary (2014:4), like Sampson, also believes that victims of bullying struggle with mental health issues as they may suffer from low self-esteem, self-doubt, depression, anxiety, consider suicide and experience interpersonal difficulties. Geary (2014:4) also recognises that bullying has lifelong consequences for overall health and wellbeing. UNESCO (2017d:2) states that victims of bullying suffer from loneliness, low self-esteem, sadness, anxiety and depression. Victims of childhood bullying are "more than twice as likely as other adults to attempt suicide later in life" (Meltzer et al., as cited in UNESCO, 2017d:3). Hutzell and Payne (2017:2) state that victims of bullying suffer from loneliness, depression and thoughts of suicide.

In addition, cyberbullying is also responsible for mental health issues and affects the wellbeing of victims, thereby making it impossible to attain Goal 3 of the SDGs. Beran and Li (2005), Juvonen and Gross (2008, cited in Mishna et al., 2011:63) find that victims of cyberbullying experience anxiety, sadness, fear, self-esteem issues and depression and are more likely to abuse substances. Notar et al. (2013:133) state that cyberbullying affects learners' schooling, well-being and peer relationships and victims may suffer from eating disorders, depression, attempt suicide and may

even abuse substances. According to Williams and Pearson (2016:12), cyberbullying may lead to a lack of confidence, fear, self-harming, depression, suicide, isolation and relationship problems.

The UNDP strives for peace and justice as Goal 16 aims to “promote peaceful and inclusive societies for sustainable development, provide justice for all and build effective, accountable and inclusive institutions at all levels” (UNESCO, n.d.a:18). This goal will not be achievable until bullying has been eradicated as, according to Geary (2014:4), bullies tend to be reactive, aggressive, have poor social and personal skills and lack empathy. This does not bode well for constructing a peaceful, just society. Good citizenship and healthy social skills are vital to achieving peace and justice but “a school climate in which bullying is permitted is likely to be damaging to social relationships generally, and a poor education for citizenship” (Olweus & Rigby, as cited in Nicolaides et al., 2002:106). Bollmer et al (cited in Ferguson et al., 2007:403), found that the likelihood of bullies engaging in criminality as young adults was far higher than non-bullies.

Mitchell, Ybarra and Finklhor (cited in Mishna et al., 2011:63), find that victims of cyberbullying are more likely to be given detention, be suspended or to carry weapons to school. In addition, Ybarra and Mitchell, claim that perpetrators of cyberbullying are more likely to have issues with aggression and tend to engage in rule-breaking (Mishna et al., 2011:64). UNESCO (2017d:3) points out that perpetrators of bullying are far more likely to participate in theft, fighting, vandalism and the consumption of alcohol than those who are not bullies. Litwiller and Brausch (cited in UNESCO, 2017d:3) argue that perpetrators of cyberbullying and physical bullying tended to be involved in violent behaviour, substance abuse and unsafe sexual conduct. UNESCO (2017d:3) states that the chances of bullies committing offences later in life increase by more than 50%. Luukkonen et al. (cited in UNESCO, 2017d:3) claim that young adults and adolescents in Finland who were involved in violent crimes were bullies at school and were reportedly involved in other forms of aggressive behaviour whilst at school.

In order for the UNDP's SDGs to be met, specifically Goal 4 which strives for inclusive, equitable quality education, and the EFA's goal which aims for quality education which is equitable and inclusive by 2030, bullying must be addressed successfully as victims of bullying are often excluded from educational experiences due to fear of victimisation at school, choosing to be truant or drop out of school.

3.3 A CRITICAL ANALYSIS OF THE DBE'S ADDRESSING BULLYING IN SCHOOLS POLICY FRAMEWORK

The CJCP published a workbook titled, *Addressing Bullying in Schools*, on behalf of the DBE in the Republic of South Africa in 2012. This workbook was designed to assist all schools in South Africa in the fight against bullying.

The National Education Policy Act requires schools and school authorities to create an enabling education system that supports the full personal development of each learner, and contributes to the moral, social, cultural, political and economic development of the nation at large. ... [A] key goal of the Department's School Safety Framework is to develop and maintain a safe, welcoming, violence-free learning environment. (CJCP, 2012: 2)

The requirements of the National Education Policy Act, as well as the key goal of the DBE's School Safety Framework mentioned above, are in line with John Rawls' Theory of Justice – Justice as Fairness. His “two fundamental principles of justice ... guarantee [firstly] the right of each person to have the most extensive basic liberty compatible with the liberty of others”, which would include the holistic development of every learner, and secondly “that social and economic positions are to be a) to everyone's advantage and b) open to all” (Rawls, 1999), This principle applies to schools being welcoming, safe and violence-free where all learners can benefit from their schooling experience.

In the Introduction section of the *Addressing Bullying in Schools* workbook, the CJCP recognises the fact that “bullying is not just a normal part of growing up” (CJCP, 2012:2). The inclusion of this statement is prudent as, school personnel may “view bullying as a harmless ‘rite of passage’ that is best ignored” (Vira, 2008:3). According to the CJCP (2012:2), educators should not accept bullying. This is also

in line with the view of Vira (2008:3) who finds that deliberate indifference to bullying is the worst response a school can give. According to UNESCO (2017a:38), school staff need to be trained to understand bullying and school violence as well as their underlying causes so that they are able to recognise bullying, respond to it appropriately and prevent bullying. According to O'Moore (cited in Smith & Brain, 2000:6), teachers need to be trained before taking up a teaching position as well as when in service. Teacher training regarding bullying is vital as "teachers clearly can play an important role in tackling bullying" (Nicolaidis et al., 2002:106). Sherer and Nickerson (2010:218) also state that staff training is necessary to reduce bullying.

Yoon and Kerber (2003:28) argue that the training of teachers is important as teachers need to be completely aware of the effect bullying can have on victims as well as the seriousness of bullying as, without training, teachers are unlikely to intervene effectively when bullying occurs. "Educators need to understand what constitutes bullying behaviour and know their mandatory reporting responsibilities and duty of care obligations" (Geary, 2014:6). Whitted and Dupper (2005:170) also find that ongoing school staff training is necessary to prevent bullying. The *Addressing Bullying in Schools* workbook (CJCP, 2012:10) identifies the need for ongoing staff training to prevent bullying. The example of an anti-bullying policy given in the workbook gives specific guidelines for teachers on the steps to take when dealing with bullying and the workbook serves as a useful training tool for School Management Teams and all other teaching or school staff members.

The purpose of the workbook is clearly stated, the overall goal is to provide the necessary information and tools to assist the relevant stakeholders in schools to "create a school environment where everyone understands that bullying is unacceptable and harmful, knows the role they can play to address it and works to prevent and eradicate it" (CJCP, 2012:2). The objectives of the workbook include equipping school staff with information and skills, which will assist them in recognising behaviours which may lead to bullying as well as actual bullying and providing strategies and tools for fast, effective responses to bullying and behaviours which may lead to bullying. Further objectives include providing practical

advice as to when and how to intervene as well as providing strategies to aid educators in teaching learners about bullying, how to recognise it and effectively respond to bullying.

The “workbook takes a whole-school approach to addressing bullying in schools” (CJCP, 2012:2). This approach is in line with the view of O’Moore and McGuire (2001), who represent the Anti-Bullying Centre Research & Resource Unit at Trinity College in Dublin, Ireland, who state that schools should “develop a whole school, pro-active and constantly evolving policy on bullying within the framework of an overall school code of behaviour and discipline” (O’Moore & McGuire, 2001:13). Lee, in his book titled, *Preventing Bullying in Schools: A Guide for Teachers and Other Professionals*, also refers to “the whole-school policy” (Lee, 2004:54).

Banks (1997:4) and Sampson (2009:20) also identify the need for a whole-school approach to bullying. “The whole-school programmes that have been evaluated have often shown promising results, including the “Bullying in School” programme in Flemish schools, the “Seville Anti-Bullying in School Project” in Andalucía, Spain and the highly influential “DFE Anti-Bullying Project” in Sheffield, England” (O’Moore & Minton, 2005:611-612). According to O’Moore and Minton (2005:620), a whole-school approach to bullying, which includes parents and the community, results in a marked reduction in bullying. Therefore, the DBE’s decision to promote a whole-school approach to bullying, through the *Addressing Bullying in Schools* workbook is a wise one.

Protogerou and Fisher (2012:11) state that a whole-school approach includes various methods that involve schools at all levels. These methods include teacher-training, inclusion in classroom curricula, providing educational resources, counselling, enforcement of anti-bullying rules and punishment for those breaking the rules. The *Addressing Bullying in Schools* workbook (CJCP, 2012:4-5) gives guidelines on how to implement a whole-school approach to bullying. These guidelines include assessing the problem, by way of input from educators and learners; guidance on planning; the need to involve multiple stakeholders; the need for identifying and addressing multiple risk factors; a reminder to be inclusive and

realistic; the need to action plans and policies and the need for continuous monitoring and evaluation of intervention practices. The guidelines cover all aspects identified by Geary (2014).

According to the CJCP's workbook, *Addressing Bullying in Schools*, a whole school approach consists of three key components: "Establishing a positive ethos and environment ... involving caregivers and communities ... [and] curriculum development" (CJCP, 2012:3). The establishment of a positive environment and ethos as well as curriculum development aimed at creating "an inclusive, respectful culture that promotes and protects respect for human rights" (CJCP, 2012:3). This would imply that learners learn that all people are equal as the UDHR Article 1 states that "human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood" (UDHR, 1948). This aligns with Rawls' Theory of Justice as each learner "is to have an equal right to the most extensive scheme of equal basic liberties compatible with a similar scheme of liberties for others" (Rawls, 1999:53). This is possible when pupils are learning about human rights, against the backdrop of bullying. The CJCP (2012:3) points out that a successful approach to dealing with bullying must include input and dedication from principals, teachers, caregivers, learners, support staff and school administrators.

In addition, the CJCP (2012:3) states that evidence-based decision making must take place, which needs to include monitoring and evaluation of the prevalence and forms of bullying within the school as well as the effectiveness of the school's anti-bullying policy and programmes, allowing schools to adapt and change policies and procedures when and where necessary. This is important as Rigby (2007:147-148), Vira (2008:5) and Geary (2014:9), state that anti-bullying policies should be evaluated regularly to determine effectiveness. "The first step in preventing school violence and bullying is to understand the extent and nature of the problem" (UNESCO, 2017c:2). The *Addressing Bullying in Schools* workbook suggests that "the *School Safety Framework* Educator and Learner Surveys [should be used] to assess the situation, extent and dynamics surrounding bullying in the school to

assess what is happening in [the] school and how best to respond” (CJCP, 2012:4). This suggestion is wise as Whitted and Dupper (2005:170) state that the nature and extent of bullying need to be determined through the use of a questionnaire.

Furthermore, although not specifically supplying a definition for bullying, the *Addressing Bullying in Schools* workbook does state the definition of bullying in answer to the question, “What is bullying?”, by stating that “bullying involves *repeatedly* picking on someone with the aim of *hurting or harming* them physically, emotionally or socially” and specifying that “bullying usually *involves an imbalance of power*” (CJCP, 2012:5). This is in line with UNESCO that defines bullying as “repeated exposure to aggressive behaviour from peers with the intent to inflict injury or discomfort. It can include physical violence, verbal abuse and the intent to cause psychological harm through humiliation or exclusion” (UNESCO, 2017d:1).

This also aligns with Rigby (2007:11) who defines bullying as repeated and cruel oppression of the powerless by the powerful without justification, these actions are unwarranted and can be psychological or physical. The workbook is useful as the CJCP (2012:5) identifies five types of bullying, supplying examples of each. The types of bullying identified are physical, verbal, non-verbal, social and sexual. Although cyberbullying is not mentioned under the five types of bullying, it is discussed separately in the workbook as a form of bullying.

The *Addressing Bullying in Schools* workbook is useful as it indicates nationally and internationally recognised characteristics of both perpetrators and victims of bullying (CJCP, 2012:7). It also states the effects of bullying on children’s academic performance, the risk of dropping out and risk of suicide and states that the effects of bullying can be lifelong, affecting the victims’ physical, emotional and psychological well-being negatively. This aligns with the view of Balding et al., 1996; Sharp, 1996; Williams et al., 1996, who found that the consequences of being bullied, among others, included loss of self-esteem and difficulty with school work. Additionally, Smith and Shu (2000:194) found that suicide amongst adolescents was, in part, due to school bullying. The *Addressing Bullying in Schools* workbook

(CJCP, 2002:8) also provides guidelines for identifying potential warning signs of bullying.

In addition, the *Addressing Bullying in Schools* workbook provides a systematic guide on how to address and prevent bullying (CJCP, 2012:9-10). The steps are: Step 1: Define bullying; Step 2: Assess the nature and extent of bullying in the school; Step 3: Form or strengthen existing bodies to coordinate activities so that the issue of bullying is integrated into the school safety committee; Step 4: Establish policies and rules; Step 5: Make the policies and rules known and enforce them; Step 6: Provide training for staff on the prevention of bullying, this training must be ongoing; Step 7: Increase supervision in areas where bullying tend to take place; Step 8: Be consistent and appropriate in dealing with bullying incidents; Step 9: Incorporate bullying prevention in the school curriculum; Step 10: Evaluate and revise interventions and policies regularly. It is important to evaluate and revise policies and interventions as, according to Geary (2014:9), this is necessary to determine the effectiveness of the anti-bullying policy and intervention techniques.

The *Addressing Bullying in Schools* workbook (CJCP, 2012:12) also identifies role players and their responsibilities in creating a school environment free of bullying. The role players identified are the school principal, SGB, Safety Committee, educators, learners and parents. The steps to be followed in order to address and prevent bullying provided in the *Addressing Bullying in Schools* workbook are sound as Smith (1997:195), in his article on the Sheffield Anti-Bullying project, states that bullying should be clearly defined in school anti-bullying policies and that procedures that will be followed in the event of bullying need to be stated and made known to the whole school community. "The effectiveness of the policy [must] be monitored" (Smith, 1997:195). Step seven calls for increased supervision, which is one of the approaches that should be used to involve "school staff in reducing bullying" (Sherer & Nickerson, 2010:18).

Furthermore, the *Addressing Bullying in Schools* workbook provides useful advice for educators on how to prevent "bullying in the classroom and [deal] with bullying outside of it" (CJCP, 2012:13). Tips on how to engage with parents are also shared.

The Bill of Rights for the Youth of South Africa is included in the workbook. The Bill of Rights, endorsed by the CJCP (2012:14), states that the youth has a responsibility, amongst others, to ensure the right to freedom and security, equality and human dignity for all. This is in line with Rawls' Theory of Justice, which states that "in a just society the liberties of equal citizenship are taken as settled; the rights secured by justice are not subject to political [or other] bargaining or to the calculus of social interests" (Rawls, 1999:3-4). The youth of South Africa have a responsibility to maintain the liberties of equal citizenship specified in the South African Constitution.

Additionally, suggestions on how to respond to incidents of bullying are supplied in the *Addressing Bullying in Schools* workbook (CJCP, 2012:15-16), from intervention to monitoring the situation. The workbook also identifies the varying roles and responsibilities in responding to incidents of bullying. Tips are also given on how parents should respond to bullying, which teachers can share with parents. The workbook also indicates when bullying becomes a criminal matter, which is of importance when educating staff regarding bullying. According to Lee (2004:58), an anti-bullying policy could include several items.

The *Addressing Bullying in Schools* workbook supplies an example of an anti-bullying policy, which indicates what the policy should contain including a statement of Intent, objectives of the policy, a definition of bullying, why bullying needs to be addressed, learners' rights and responsibilities, procedures to be followed in the event of bullying and outcomes when dealing with bullying. The example of the anti-bullying policy also indicates the responsibilities of staff members in identifying and dealing with incidents of bullying. This is in line with the UNESCO report (2017a:37) which highlights the need for school policies to identify the responsibilities of school staff as well as the actions that they need to take to intervene in or prevent bullying or violence.

Lee (2004:58-59) includes all items mentioned in the example used in the *Addressing Bullying in Schools* workbook in his list of possible items in an anti-bullying policy, but he suggests a number of other items which are not included in

the example supplied in the CJCP (2012) workbook. Some of these, which should be included in an anti-bullying policy, include a description of how the policy was formulated, the responsibility of all stakeholders “to ensure the success of the policy, advice for those who are picked on, advice for bystanders [and] clear statements that inform children who to tell and how to convey information” (Lee, 2004:58-59). The example used in the *Addressing Bullying in Schools* workbook appears to be simplistic but is a good starting point for formulating an anti-bullying policy. My study focuses on the strength of high schools’ in Tshwane South’s anti-bullying policies, considering the content of the policies. I used the *Addressing Bullying in Schools* workbook (CJCP, 2012) in the formulation of the measurement tool used to determine the strength of the participating schools’ anti-bullying policies and procedures.

The *Addressing Bullying in Schools* workbook (CJCP, 2012) is a user-friendly tool, which highlights the dangers of bullying and offers practical advice to schools regarding the drafting of successful anti-bullying policies.

3.4 REQUIREMENTS FOR A SOUND ANTI-BULLYING POLICY

According to Orpinas and Horne (2009:51), it is essential, for the maintenance of a healthy school climate that schools have policies aimed at preventing bullying and that offenders are made to be accountable for their actions. However, for policies and procedures used to deal with bullying to be successful, they cannot be developed autocratically by school administrators. “All members of the school community should participate in the decision-making process for developing policies” (Orpinas & Horne, 2009:51). According to Nicolaides et al. (2002), teachers should play a role in developing anti-bullying policies. Smith (1997:195) states that anti-bullying policies should be developed through a thorough and extensive consultation process involving teachers, management, parents and pupils.

O’Moore and Minton (2004:11) also find that School Management Teams should collaborate with staff, pupils and parents when drafting or reviewing anti-bullying policies. Banks (1997:4) suggests that a questionnaire be distributed to learners and adults prior to initiating an intervention programme (which includes drafting or

revising an anti-bullying policy) as the responses to the questionnaire will identify the nature and extent of the problem, before intervention. Sampson (2009:15) states that school administrators must have more than a general understanding of bullying in that they must have a clear understanding of their school's specific issues. Part of my study assesses who was involved in the drafting and/or amending of school policies in my focus groups as well as how learners had an input into the policy-making and if they had any input at all.

Smith (1997:195) indicates that the development of a whole school policy regarding bullying is the core of bullying intervention. The policy needs to be a “written document [clearly defining] bullying, what steps will be taken if it occurs, who will be informed, what records will be kept; and how the effectiveness of the policy will be monitored” (Smith, 1997:195). Smith (1997:95) and Sampson (2009:19) state that policies should be easy to understand and give clear guidelines for pupils, parents and staff regarding how to prevent and/or deal with incidents of bullying. UNESCO (2017a:37) states that anti-bullying policies must identify the responsibilities of teachers and give clear guidance on how to prevent bullying and violence as well as actions required when intervening in instances of bullying and violence. Part of my study aims to identify whether the schools participating in my study have anti-bullying policies that are easy to understand, and that give clear guidance to all stakeholders on how to deal with incidents of bullying.

Vira (2008:5) finds that the following elements are usually included in schools' anti-bullying policies:

A statement of the school's stand against bullying – zero tolerance;

A succinct definition of bullying with a listing of the different kinds, both direct and indirect, and how the policy includes or relates to forms of harassment;

A declaration of the rights of individuals in the school community – students, teachers, other workers and parents – to be free of bullying;

A statement of the responsibilities of those who see bullying going on and who are responsible to stop it;

A general description of what the school will do in seeking to prevent bullying, including undertaking risk-management procedures and the inclusion of content relating to bullying in the school curriculum. In general terms, it should include how the school proposes to deal with cases of bullying;

An undertaking to collaborate with parents in addressing the problem of bullying, especially in the resolution of cases in which action is to be taken by both the school and parents; and

An undertaking to evaluate the policy in the near future. (Vira, 2008:5)

Rigby (2007:144) identifies the following chief features that should be included in anti-bullying policies:

- *The school's stand in relation to bullying;*
- *A succinct definition of bullying, with illustrations;*
- *The rights of children with respect to bullying at school;*
- *The responsibilities of children who witness incidents of bullying;*
- *What the school will do to counter bullying on the premises; and*
- *An undertaking to evaluate the policy in light of its effects". (Rigby, 2007:144)*

According to O'Moore and McGuire (2001:13), schools' anti-bullying policies should include:

- *A clear definition of bullying and the forms it takes;*
- *A statement that bullying is unacceptable behaviour and that it will not be tolerated;*
- *That pupils should support each other by reporting all instances of bullying;*
- *That all reports of bullying will be investigated and be dealt with sympathetically; and*
- *A clear statement on how the school will handle an alleged case of bullying". (O'Moore & McGuire, 2001:13)*

Lee (2004:58-59) names 28 items that may be included in an anti-bullying policy. The list is comprehensive and covers all specifications mentioned by Vira (2008:5), Rigby (2004:58-59) and O'Moore and McGuire (2001:13). Lee's list is the most comprehensive, but the inclusion of all 28 items may make schools' anti-bullying policies bulky and, in parts, difficult to understand. Lee suggests the possible inclusion of the following in schools' anti-bullying policies:

- *A definition of bullying and perhaps a statement that highlights that no given definition can be perfect or all embracing;*
- *A clear statement of the school's approach or stance on bullying;*
- *Reference to some of the leading myths and misconceptions such as 'it is part of growing up' or 'boys will be boys';*
- *A description of the policy-generating process and how the ideas enclosed were generated. It would also include a statement on who has been involved in creating the policy – the more diverse and all-encompassing this is, the more credence the policy possesses;*
- *Clear statement of the audience(s) or distribution list that the policy addresses: staff, pupils, parents and governors; What are the implications for these groups and what roles might they play?*
- *A statement that highlights that bullying is a rights issue and consequently a responsibility issue;*
- *An elaboration on what responsibilities members of the school's community have to ensure the success of the policy (who constitutes 'members' is the crucial matter here).*
- *Advice for those who are picked on;*
- *Advice for bystanders.*
- *Clear outline of actions/sanctions for perpetrators;*
- *A statement which highlights that pupils will be listened to and their concerns will be taken seriously;*

- *Clear statements that inform children who to tell and how to convey that information;*
- *How will information be recorded?*
- *An outline of what the school has put into place as preventative approaches;*
- *An outline of what strategies are in place to deal with bullying (and perhaps other forms of peer conflict);*
- *A statement of how information will be recorded and from whom it will be gathered;*
- *Advice for parents on how to recognize bullying and what action to take if their child **has been bullied**;*
- *Advice for parents on how to recognize bullying and what action to take if their child **has bullied**;*
- *Advice for parents on how to recognize bullying and what action to take if their child **knows of or has seen bullying**;*
- *How parents can help staff and children at the school.*
- *Named person or people, contact addresses and key information on who can help all parties involved;*
- *What professional development linked to the policy will take place and who will be able to take advantage of it;*
- *Useful books, websites that offer advice on dealing with bullying;*
- *How and when the policy will be monitored, reviewed and evaluated;*
- *Whether outside agencies are involved. If so which ones and how are they involved?*
- *Whether awareness-raising takes place through the formal curriculum and in what way;*
- *How new members of staff are informed about it (at interview or soon after.)*
- *The financial implications of the policy. (Lee, 2004:58-59)*

Part of my study focuses on the strength of the schools participating in my study's anti-bullying policies and I drew on the specifications for a sound anti-bullying policy supplied by Vira (2008), Rigby (2007), Lee (2004) and O'Moore and McGuire (2001) when designing my framework against which the participating schools' anti-bullying policies were measured.

Vira (2008), Rigby (2007), Lee (2004); O'Moore and McGuire (2001) all refer to the expectation that reporting of bullying must take place. The DBE (2018c:2), in a pamphlet titled, *Bullying at School: Tips for parents and schools*, suggests that schools should have a problem box where problems and concerns can be posted by learners. The DBE (2018d:3), in a pamphlet titled, *Safety in Education: Partnership Protocol between DBE and SAPS*, also states the need for the establishment of reporting systems within the school environment. UNESCO (2017a:45) states that confidential, effective, accessible gender, age and child-sensitive reporting mechanisms need to be in place for schools to effectively deal with and prevent bullying.

Furthermore, those who report must be confident "that action will be taken in a way that does not put them at further risk" (UNESCO, 2017a:45). Sampson (2009:21) suggests various methods to ensure that learners will be more comfortable and likely to report bullying such as a bully hotline and a "bully box" where learners can post a note alerting teachers and SMTs to bullying that may be occurring. O'Moore and Minton (2004:22) also stress the importance of reporting and the need to protect the victim/reporter's safety. My study will also determine the forms of reporting used within the schools participating in this study and whether the issue of reporting is adequately addressed in the schools' anti-bullying policies.

As discussed earlier in the literature review, cyberbullying is becoming a major form of bullying and schools need to deal with the issue of cyberbullying in their anti-bullying policies. "Cyber violence is a problem of some magnitude in South Africa, and increasing attention to policies and strategies to deal with the phenomenon is called for" (Burton & Mutongwizo, 2009:3). Although cyberbullying often occurs off school property, Notar et al. (2013:137) find that cyberbullying should be defined in

school policies and that schools should step in to prevent cyberbullying that occurs off-campus. “Ignoring complaints about cyberbullying because it did not happen on school grounds is not justifiable because the effects of cyberbullying are experienced in school” (Bhat, 2008:60). School intervention can also take the form of inclusion in the curriculum, with teachers instructing “students about cyberbullying and how to combat it” (Frederick, as cited in Notar et al, 2013:137).

Tettegah et al. (2006:24) also identify the need for learners to be educated about cyberbullying as well as the consequences of cyberbullying. According to Franek, cited in Tettegah et al. (2006:25), schools need to ensure that their expectations concerning computer use must be clear and that parents and pupils should be made aware of the rules and punitive measures with regards to the use of school computers. Franek suggests that these be posted on the school's website. According to the DBE (2018e:6), schools should:

- *Set clear school guidelines for Internet use. Teach learners about ethical and legal standards for online activities;*
- *Update policies to include guidelines for Internet and cell phone use, and consequences for cyberbullying and online cruelty;*
- *[Make] reporting of cyberbullying and online hate incidents a requirement;*
- *Establish [a] confidential reporting mechanism;*
- *Establish supervision and monitoring practices of learners' internet use on school computers;*
- *Educate learners on cyberbullying and discuss strategies for reacting to cyberbullying as target and as bystanders;*
- *Promote empathy, ethical decision-making skills and respect amongst learners; and*
- *Increase awareness of Internet Safety Strategies amongst learners and their families. (DBE, 2018e:6)*

Part of my study focuses on the inclusion of cyberbullying, and the procedures to prevent and deal with cyberbullying, in schools' anti-bullying policies. I measure the strength of the anti-bullying policies, partly based on how cyberbullying is addressed in the participating schools' anti-bullying policies.

Lastly, as mentioned earlier in this section, Vira (2008), Rigby (2007) and Lee (2004), indicate the need for the evaluation of schools' anti-bullying policies and intervention techniques. "Policy-making, in itself, is not sufficient and school managers need to ensure that policy implementation is constantly under review to ascertain effectiveness" (Geary, 2014:9). Protogerou and Flisher (2012:17) also indicate that the effectiveness of anti-bullying strategies need to be evaluated and, where required, the necessary adaptations should be made. This is also the view of Smith (1997:195) who states that the effectiveness of policies relating to bullying need to be evaluated and reviewed to keep them relevant and useful.

As part of the interview process, I ascertain if, and how regularly, the schools participating in this study review and revise their anti-bullying policies. As stated in Chapter 1 of this study, the DBE expects SMTs to develop and review anti-bullying policies and procedures to ensure safe learning environments for all learners, and the DBE offers assistance in the form of the *National School Safety Framework (2016)* and the *Addressing Bullying in Schools* Course Reader. The DBE gives clear guidance as to how schools can address and prevent bullying. The *Addressing Bullying in Schools* workbook (CJCP, 2012) states ten steps that need to be actioned to prevent and address bullying. Two of these are of relevance to this study. Bullying must be clearly defined, and rules and policies need to be established and reviewed. This study examines seven high schools' in Tshwane South's anti-bullying policies and measures them against the requirements of UNESCO, the DBE and specifications of experts in the field, namely Rigby, Vira, Lee and O'Moore & McGuire, to determine the strength of each policy.

It is clear that sound anti-bullying policies need to be created by means of collaboration. They must be easy to understand and give clear guidance to pupils,

parents and staff members. Anti-bullying policies must be evaluated regularly to ensure that they deal with bullying in an adequate manner.

SECTION B: THEORETICAL FRAMEWORK

3.5 INTRODUCTION

This study's theoretical framework considers the work of John Rawls in his book, *A Theory of Justice Revised Edition* (1999), first published in 1971 and revised in 1975 (for translated editions) and 1999. Rawls was born in 1921 and passed away in 2002. He "was an American political philosopher in the liberal tradition. His theory of *Justice as Fairness* describes a society of free citizens holding equal basic rights" (Wenar, 2008). Wolff (1977:15) claims that Rawls' theories served to unite social and moral philosophy, indicating that Rawls was not merely a political philosopher but also a moral and social philosopher. Rawls hoped he would "be able to formulate a fundamental principle of moral and social theory that is constructive, rational, attentive both to the good of human happiness and to the dignity of moral personality" (Wolff, 1977:15).

Rawls (1999:3) describes justice as "the first virtue of social institutions" and states that institutions and laws that are unjust must be abolished. Schools, whilst being academic institutions, are also social institutions where interaction occurs between children of varying ages and value systems; children and adults, in a learner and teacher relationship; and between adults, as fellow educational professionals. As schools are social institutions, justice must be schools' first virtue, and the virtue of justice cannot be compromised.

Furthermore, Rawls (1999:6) indicates that without agreement as to what is just and unjust, it is difficult to ensure that "mutually beneficial arrangements are maintained". This is true of bullying in schools. Some teachers "view bullying as a harmless 'rite of passage' that is best ignored" (Vira, 2008:3). School Management Teams must clearly define bullying based on the UNESCO and the DBE definitions of bullying. As social institutions, schools have the responsibility to ensure a safe

environment for all learners and must adopt a “ZERO TOLERANCE based [approach] based on a properly defined measure of bullying” (Vira, 2008:3). This study aims to measure the strength of the participating schools’ anti-bullying policies and staff training with regards to bullying and the procedures to follow when dealing with instances of bullying.

In addition, Rawls (1999:10) refers to the principles of justice as “justice as fairness”. To ensure that no one is disadvantaged or advantaged, the principles of justice must be selected “behind a veil of ignorance” where all people are assumed equal and “the principles of justice are agreed to in an initial situation that is fair” (Rawls, 1999:11). “This “veil” is one that essentially blinds people to all facts about themselves so they cannot tailor principles to their own advantage” (Wikipedia, 2018). Bullying takes place where “there is an imbalance of power” and “addressing bullying is often seen as a moral issue” (Rigby, 2004:288). “Undeserved inequalities call for redress” (Rawls, 1999: 86). As victims of bullying are selected because they are less powerful than their perpetrators, there is a call for redress in the form of sound anti-bullying policies to protect the rights of the victims.

Therefore, anti-bullying policies and programmes, as well as staff training, should relate to justice as fairness, where the rights and equality of all are considered, not only the rights of the powerful. Each learner “is to have an equal right to the most extensive scheme of equal basic liberties compatible with a similar scheme of liberties for others” (Rawls, 1999:53). Therefore, schools and teachers cannot “ignore [bullying] to ‘keep the peace’” (Vira, 2008:5).

Rawls (1999:441-442) also determines that equality must be regulated, as institutions (including schools) must be administered “as public systems of rules ... [as] equality is essentially justice as regularity”. He also states that moral persons are rational persons who have a concept of their goodness, with a sense of justice. SMTs, consisting of moral men and women, working along the lines of “The Reasonable Man” principle, are obligated to draft and manage anti-bullying

policies and procedure to ensure the equal rights of each child to a “safe environment” where bullying “will not be tolerated” (CJCP, 2012:21).

Rawls (1999:98) argues that we have the natural duty to help one another, not to cause “unnecessary suffering” or to “harm or injure another”. In cases where bullying occurs, these natural duties are not being adhered to by the perpetrators as they cause suffering, harm and, at times, injury to the victims. It is, therefore, the natural duty of teachers and schools to help the victims of bullying as well as the perpetrators. This study focuses on the anti-bullying policies in place at the participating schools, which should educate the learners about bullying, assist victims of bullying and correct the behaviour of bullies.

Furthermore, Rawls (1999:397) defines “a well-ordered society as one designed to advance the good of its members and effectively regulated by a public conception of justice”. Such a society will consist of “members [who] have a strong and normally effective desire to act as the principles of justice require” (Rawls, 1999:398).

As schools are institutions governed by professional adults, there is an expectation that the adult members will want to conform to the requirements of justice. When considering the issue of bullying, it then implies that all adult stakeholders should have the desire, and do have the responsibility, to operate within the confines of what is considered just. This study evaluates whether the participating schools’ SMTs, teachers and anti-bullying policies are just, when considering the issue of bullying, as a school cannot be a well-ordered society if unjust practices take place. “A well-ordered society [leads] rational persons to confirm their sense of justice” (Rawls, 1999:451).

In addition, “members of a well-ordered society desire more than anything to act justly and fulfilling this desire is part of their good” (Rawls, 1999:498). The good of justice is, in part, ensuring a well-ordered society where all members are given equal rights. It is the responsibility of SMTs to ensure that they properly define bullying, educate staff and learners as to what constitutes bullying, and ensure that proper policies and procedures are in place to protect the rights of all children to

“be taught in a safe and stimulating environment” (UNESCO, 2017d:8). It is the aim of this study to determine whether this is the case in the seven high schools participating in the study.

Systems Theory is applied within this Theoretical Framework. Heylighen and Joslyn (1992:1) define Systems Theory as “the transdisciplinary study of the abstract organization of phenomena, independent of their substance, type, spatial or temporal scale of existence. [Investigating] both the principles common to all complex entities, and the ... models which can be used to describe them”. According to Heylighen and Joslyn (1992:1), biologist, Ludwig von Bertalanffy proposed Systems Theory in the 1940s. It was Bertalanffy’s belief that “real systems are open to, and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continual evolution” (Heylighen & Joslyn, 1992:1).

Although Rawls’ *Theory of Justice* was devised as a theory for social justice, including economic justice, with the aim to ensure that all citizens have equal rights in a well-ordered society, as discussed throughout the introduction, Rawls’ *Theory of Justice*, although not devised for the purpose of dealing with the issue of bullying, serves as a framework within which SMTs, teachers and anti-bullying policies can be measured, considering justice as fairness, with equality being regulated, one has a natural duty to help one another, a well-ordered society aiming to advance the good of all its members and one’s desire to act morally and justly.

3.6 LINK TO TOPIC, CENTRAL QUESTION AND SUB-QUESTIONS

As stated in Chapter 1, under Section 1.3 Problem Statement, the central question of this study is: *What are the experiences of School Management Teams [SMTs] in implementing and managing anti-bullying policies in public schools?* This leading question considers the manner in which SMTs construct or revise their anti-bullying policies, who is consulted prior to the process as well as the method of consultation; the regularity of evaluation and revising of policies as well as the form of and regularity of staff training, with regards to bullying within the schools' participating in the study.

The [South African] National Education Policy Act requires schools and school authorities to create an enabling education system that supports the full personal development of each learner, and contributes to the moral, social, cultural, political and economic development of the nation at large. (CJCP, 2012, p.2)

Rawls (1999:451) claims that “within a well-ordered society it is not possible for someone to object to moral education that would instil a perception of justice”. He further states that “a doctrine of political economy must include an interpretation of the public good which is based on a conception of justice” and includes that the reason for this is that “it is to guide the reflections of the citizen when he considers questions of economic and social policy” (Rawls, 1999:229). This speaks directly to the responsibility of school authorities to assist in forming socially adept, moral citizens who consider economic and social issues when backing or rejecting political decisions, as enshrined in the South African National Education Policy Act discussed above.

To produce responsible, moral citizens, it is necessary for schools to be welcoming, safe and violence-free environments of learning, however, bullying poses “a significant challenge to school safety” as bullying prevents the formation of school environments which are able to support “personal growth and development” (CJCP, 2012:2). Rawls (1999:92) reminds that, “for there to be equality, society should strive

for the least favoured to acquire a confident sense of their self-worth". As discussed in Section 2.4, UNESCO (2017d:2) states that victims of bullying experience low self-esteem. This is why it is imperative that bullying is dealt with appropriately, and victims are assisted. It is important for SMTs to be just and responsible when implementing and managing anti-bullying policies. They are mandated to create learning environments that will enable learners to become moral, responsible members of society.

When further considering the statement discussed above, that "a doctrine of political economy must include an interpretation of the public good which is based on a conception of justice" (Rawls, 1999: 229), this can also be true for a doctrine (policy) regarding bullying in schools. Anti-bullying policies must also "include an interpretation of the public good" in the case of schools, why the anti-bullying policy is necessary and in the best interests of all learners in order to create safe learning environments free of bullying, "which is based on a conception of justice" (Rawls, 1999: 229). In the case of schools, this conception is the protection of learners from bullies and must provide clear guidelines as to what constitutes just treatment of one's fellow learner as well as what just steps will be taken against perpetrators. One of the objectives of this study is to ascertain whether the participating schools' anti-bullying policies do include an explanation of the policy being for the good of its student body, including the fact that it is designed according to the school society's belief in what is just.

This study's first sub-question is – How do SMTs implement and manage anti-bullying policies? This specific sub-question explores whether learner and teacher input was received regarding forms of bullying and when and where bullying takes place before anti-bullying policies were either drafted or revised. It also explores how the anti-bullying policies are managed and evaluated to ensure the prevention and eradication of bullying, also focusing on procedures followed when bullying is reported or witnessed.

As stated in the introduction of Chapter 3, Rawls (1999:3) believes that unjust laws must be abolished, which implies that all laws, which include policies, must be just.

Rawls (1999:6) also finds that justice must be mutually beneficial, and an agreement must be reached as to what is just and what is unjust. This speaks to learner, teacher and SMT involvement in determining what is occurring in each school that may be considered unjust, specifically regarding bullying, which is the focus of this study. This must be managed in line with the predetermined laws of justice as set out by the Constitution and the Schools Act. SMTs then need to either draft or revise their anti-bullying policies ensuring that they are just, bearing in mind Rawls (1999:10) conception of “justice as fairness” where no one is placed in a position of advantage or disadvantage.

As part of this study focuses on the soundness of the participating schools’ anti-bullying policies, I consider how just and fair the anti-bullying policies are, based on what UNESCO, the DBE and experts in the field of bullying such as Vira (2008), Rigby (2007) and Lee (2004), deem to be just and unjust when considering the issue of bullying. These institutions and researchers have clearly stated what is deemed bullying and suggest methods of combating bullying, and (in some instances) ways in which to deal with perpetrators. It is not up to schools to decide whether certain acts of bullying are more justified than others, as what is just and unjust with regards to how children interact has already been decided by experts in the field, UNESCO and the DBE. Issues for consideration will include whether an accurate definition of bullying is supplied in the participating schools’ anti-bullying policies; whether what is deemed to be bullying is clearly and comprehensively explained in the policies, including the various forms of bullying (physical, verbal, non-verbal etc.); whether the importance of addressing bullying is discussed in the policy; whether the learners rights and responsibilities are clearly set out in the policies and whether the procedure to be followed when bullying occurs is clearly explained and just.

Rawls (1999:98) argues that one of our natural duties as members of a society is not to be cruel. One of the responsibilities that should be stipulated in schools’ anti-bullying policies should be that learners have a responsibility to act kindly and not cruelly. Lee (2004:58) maintains that a strong anti-bullying policy should include details as to the responsibilities of members of the school community in ensuring

the success of the policy, with the addition of who is seen as a member of the school community (SMT members, teachers, learners, parents etc.). This speaks to Rawls (1999:497) view when he states that within a well-ordered society, it is realistic for members of the society to implore others to support societal arrangements and fulfil their obligations and duties. My research considers whether members of the school societies forming part of this study are given clear direction regarding their role in ensuring that bullying is prevented and eradicated in the schools' anti-bullying policies.

The second sub-question is – To what extent do SMTs use the workbook, *Addressing Bullying in Schools*, when compiling or adapting their anti-bullying policies? Closely linked to this is the third sub-question – 3. To what extent are the anti-bullying policies consistent with the guidelines in the School Safety Framework: *Addressing Bullying in Schools* workbook? The *Addressing Bullying in Schools* workbook, compiled by the CJCP for the DBE, for distribution to schools to assist schools in meeting the requirements of the DBE's *School Safety Framework*, can be seen to have been compiled “behind a veil of ignorance” where all learners are seen as equal and where the principles of what is just have been decided fairly and objectively. This is in line with Rawls' (1999:10) view that, when selecting principles of justice, it must be done considering equality for all and that the principles must be fair.

This study considers whether the schools participating in the study have used the *Addressing Bullying in Schools* workbook and whether they have compiled anti-bullying policies that are just and fair and, as stated in the introduction of this chapter, allow each child “an equal right to the most extensive scheme of equal basic liberties” (Rawls, 1999:5). One consideration is that schools are advised to gain learner and teacher input when drafting or revising anti-bullying policies, using the DBE's *National School Safety Framework* (2016) Educator and Learner Surveys. It can be viewed as the educators and learners completing these surveys “behind a veil of ignorance” (Rawls, 1999:11), as they are unaware of the practical

use of the survey and how it will benefit them individually. Therefore, they will not attempt to tailor their responses to advantage themselves.

One of the ways to determine whether the schools participating in this study are using the *Addressing Bullying in Schools* workbook and are complying with the guidelines set out by the DBE in the workbook is to analyse the schools' anti-bullying policies. As discussed previously, the DBE has determined what is just and fair, and how bullying is to be dealt with in schools, to ensure safe learning environments for all learners. If schools are not complying with the DBE's requirements, this will make the anti-bullying policies unjust and contradictory to Rawls' expectation for members of society, in this case, learners, to have "an equal right to the most extensive scheme of equal basic liberties" (Rawls, 1999:5).

Furthermore, Lee (2004:59) states that sound anti-bullying policies should state when and how the policy will be evaluated, monitored and reviewed. The *Addressing Bullying in Schools* workbook (CJCP, 2012:10) states that schools must monitor and evaluate the strength and value of their anti-bullying policies and revise them where necessary to ensure that they remain relevant and effective in combatting bullying. The motive for evaluating and revising anti-bullying policies is not to change the aims and goals of the anti-bullying policies but rather to bring them in line with the requirements to ensure a safe learning environment for all. Where anti-bullying policies fall short of meeting this specific objective, they need to be changed. Rawls (1999:397) argues that a successful society must be efficiently controlled by a public belief of justness; this would require control over policies, ensuring they are just and meet the needs of the members of the society and making adjustments where necessary. This study aims to determine whether schools are adhering to the DBE's instruction with regards to monitoring and revising their anti-bullying policies.

The DBE is the institution that determines the roles, responsibilities and requirements for all public schools in South Africa.

To establish a complete conception of right, the parties in the original position are to choose in a definite order not only a conception of justice but also principles to go with each major concept falling under the concept of right. (Rawls, 1999:95)

The members of the DBE's management board can be considered to be "the parties in the original position" (Rawls, 1999:95). With regards to creating their mandate for schools to become safe learning environments, free of bullying, the members not only decide what is just but set out clear principles for their conception of justice. These principles need to be incorporated into schools' anti-bullying policies, and schools need to adhere to all requirements of the DBE. My research explores whether the schools participating in this study obey the mandate from the DBE.

It is the responsibility of SMTs to educate staff adequately regarding bullying, and the fourth sub-question of this study is – What training are teachers receiving to enable them to understand, identify and deal with bullying appropriately? As discussed in Chapter 1 and 2 of this study, teachers are not always aware of what constitutes bullying or the dangers and lasting effects of bullying on victims. For teachers to react appropriately to all forms of bullying and understand the severity of the problem and how to deal with bullying, they must be properly trained. As mentioned in the introduction of Chapter 3, Rawls (1999:97) claims that for societies to be well-ordered, enhancing the well-being of their members, it is imperative that the societies are regulated by the public perception of justice.

Furthermore, Rawls (1999:398) states that well-ordered societies will be made up of members who have a strong conviction to act according to the requirements of the principles of justice. In the case of educators, who are members of a school society, they can only act according to the principles of justice, with regards to bullying, when they have a clear understanding of what is just and unjust when considering interactions between learners as well as what their duties, as educators, are regarding bullying. Rawls (1999:451) also propagates that, within a well-ordered society, rational persons will be guided to confirm their sense of justice. This is another reason why educators must be well-trained regarding bullying as this will direct them to act justly due to conviction. The duty and responsibility of SMTs regarding the training of staff concerning bullying are therefore clear, and this study aims to determine whether adequate training is offered to staff members at the schools participating in this study.

The fifth and final sub-question of this study is – How knowledgeable are teachers regarding bullying and the schools’ anti-bullying policies and procedures? Whether teachers receive training regarding bullying or not, all schools are expected to have anti-bullying policies in place, and it is the responsibility of each teacher to familiarise himself/herself with the policy as well as his/her responsibility to deal with bullying. For a school to be and remain a well-ordered society, educators (who are members of the school society) must uphold the principles propagated in the DBE’s *School Safety Framework* and the rules and procedures set out in their school’s anti-bullying policy.

As mentioned in the introduction of this chapter, Rawls (1999:98) finds that part of our natural duty is to assist one another, which implies that educators have a duty that is inborn to assist pupils who are suffering at the hands of bullies. It can be considered a form of cruelty if an educator is aware of bullying but chooses to ignore it, and, as discussed earlier in this sub-section, “we have a natural duty not to be cruel” (Rawls, 1999:98). Educators are professional people, entrusted with the holistic education of the child, who are expected to live morally, therefore they should comply with Rawls’ (1999:498) view that as members of a well-ordered society, in this case, a school, educators’ main desire should be to act in a manner that is just. This study explores whether educators from the participating schools understand the definition of bullying, know and understand their specific school’s anti-bullying policy and act as responsible members of the school society to assist the school in meeting the DBE’s goal for schools to create “and maintain ... safe, welcoming, violence-free learning environment[s]” (CJCP, 2012:2).

3.7 LINK TO LITERATURE REVIEW

In the introduction of Chapter 2, the literature review, as well as Section 2.5 of Chapter 2 titled, Global Perspectives on Bullying in Schools, this study notes that UNESCO (2017c:2) finds that bullying in schools is rife the world over, posing a challenge in all countries and that global endeavours are required to address the problem. The introduction also states that UNESCO (2017d:1) concludes that for laws, policies and strategies regarding bullying to be effective, there needs to be a

clear understanding of the current trends in bullying, its prevalence worldwide and its effects.

Rawls (1999:4) claims that the first uncompromising virtues of human conduct are truth and justice. Members of all well-ordered societies will seek the truth and ensure justice. The global society, concerned with the issue of bullying, should seek to understand the truth about bullying and to ensure that all stakeholders ensure that just laws and policies exist to deal with and eradicate bullying in schools, as implied by UNESCO (2017d:1) earlier in this paragraph. A well-ordered society is one “in which (1) everyone accepts and know that the others accept the same principles of justice, and (2) the basic social institutions generally satisfy and are generally known to satisfy these principles” (Rawls, 1999:4). UNESCO, the DBE and education departments globally are striving to share knowledge of bullying and offer assistance to ensure that school societies have a clear understanding of all facets of bullying. These institutions strive to ensure that schools are just establishments that aim to eradicate bullying, where all members, including staff and learners, accept that bullying is immoral and that schools will not tolerate the practice of bullying in any form.

Rawls (1999:10) refers to justice as fairness and suggests one should imagine that in a well-ordered society

those who engage in social co-operation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits...so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty, assuming for the present that this choice problem has a solution, determines the principles of justice. (Rawls, 1999:10-11)

As discussed in Section 2.2 of this study, Rigby (2007:11) defines bullying as cruel and repeated oppression, without justification, of the powerless by the powerful, which could be physical and/or psychological. When considering Rawls’ (1999) view of “justice as fairness” and how it is to be achieved as quoted above, the DBE has determined, in line with UNESCO and experts in the field such as Vira (2008), Rigby

(2007) and Lee (2004), what each learner's basic rights are and that it is the duties of schools to eradicate bullying and create safe learning spaces. It is SMTs' responsibility to meet the DBE's mandate concerning the issue of bullying in their schools. Bullying is unjust and must be dealt with and eradicated. Furthermore, as discussed in Section 2.3 under Philosophical and Historical Background of Bullying, according to Olweus (2010:9), a strong interest by society in the issue of school bullying first began in the late 1960s in Sweden. According to Rigby et al. (2004), the first national school anti-bullying prevention programme was implemented in 1983, in Norway. This realisation of the issue of bullying being unjust and intervention programmes being required speak to Rawls' (1999:11) view that social groups must determine what is just and unjust, considering equal liberty, and find a solution to the problem, ensuring that justice prevails.

As discussed in Section 2.4, UNESCO, education departments worldwide and researchers have determined that bullying is unjust, with UNESCO (2017d:1) referring to bullying as a social problem. Rigby (2003); Whitted and Dupper (2005), Vira (2008); Sampson (2009), Boyes et al. (2014), UNESCO (2017a) and UNESCO (2017d) find that bullying is cruel and has the ability to cause lasting harmful effects, such as depression, low self-esteem and suicidal ideation.

Section 2.5 of this study focuses on global perspectives on bullying and what education bodies in the UK, Ireland, USA, Australia and South Africa are doing when it comes to identifying the problem and finding just solutions to the problem of bullying in schools. Bullying "is a challenge in all countries" (UNESCO, 2017c:2). The UK, Ireland, USA, Australia and South Africa have all determined that bullying is unjust and that policies and prevention programmes need to be put in place to prevent and eradicate bullying. Governments and Education departments are trying to stop the injustice of bullying. According to Williams and Pearson (2016:15), all schools in the UK and Wales are required by law to have anti-bullying policies in place. According to O'Moore (cited in Smith & Brain, 2000:6), national guidelines for dealing with bullying in schools were produced by the Ministry of Education in Dublin in 1993.

In the USA, according to Sacco et al. (2012:3), 48 states have mandated through legislation that school districts must construct and possess policies regarding bullying. Geary (2014:5) claims that all schools in Australia must have anti-bullying policies. All public schools in South Africa are mandated to have anti-bullying policies by the DBE, according to the CJCP (2012:3). This meets the requirements of Rawls (1999:11), who believes that social groups (in this case governments and education departments) must determine what is just and unjust (in this case considering the issue of bullying and learners' rights), considering equal liberty, and must find a solution to the problem (in this case policies to protect learners from bullying), ensuring that justice prevails. Rawls comments:

For the purposes of a theory of justice, the social structure may be viewed as having two more or less distinct parts ... we distinguish between the aspects of the social system that define and secure the equal basic liberties and the aspects that specify and establish social and economic inequalities. (Rawls, 1999:53)

Section 2.4 of this literature review titled, *Bullying as a Social Problem and Human Rights Issue*, considers the Universal Declaration of Human Rights [UDHR] which clearly states that all human beings are equal, specifying the equal basic rights of all as well as identifying issues of inequality and unfair treatment. This is in line with Rawls' (1999) view as quoted above and The Constitution of the Republic of South Africa, which also insists upon citizens' rights to equality and protection from mistreatment in any form, also referred to in Section 2.4. UNESCO and the DBE's stance on bullying being a human rights issue that must be dealt with justly and decisively is also discussed in Section 2.4 and also fits in with Rawls' (1999) view on social justice quoted above. To create and maintain just school societies that acknowledge the right to equality of its members and identify social inequalities, as mentioned by Rawls (1999) in the quote above, it is important that schools and education bodies remain abreast of new trends and challenges with regards to bullying so that laws and policies can be adapted to curb new forms of inequality.

Section 2.6, titled *Emerging Trends and Challenges Relating to Bullying in Schools*, considers emerging trends such as cyberbullying, homophobic bullying and gender-

based bullying. One of the key challenges to curbing new forms of bullying is “lack of legislation and policy ... to protect children and adolescents from violence and to strengthen accountability” (UNESCO, 2017a:10).

Linked to this is Section 3.2 titled, “Implications of Bullying on Global Policies”, which discusses the UNDP’s Sustainable Development Goals and the EFA’s targets for education post-2015. This section highlights the fact that none of the goals or targets can be met if bullying is not eradicated through laws, policies and education regarding bullying. As mentioned in the introduction of this chapter, Rawls (1999:3) believes that unjust laws must be abolished, which also implies that laws and policies need to be amended when they are unjust, as they do not allow for equality or become unjust, due to lack of inclusion of new issues of justice.

In addition, Section 3.3 titled, A Critical Analysis of the DBE’s *Addressing Bullying in Schools* Policy Framework, links with Rawls’ principle of Justice as Fairness, as there is similarity between Rawls’ view of justice as fairness and the South African Education Policy Act, which expects equal opportunities for all citizens to become model citizens observing the rights of all. Linked to Section 3.3 is Section 3.4 titled, Requirements for a Sound Anti-Bullying Policy. Schools as institutions are obligated to draft and revise anti-bullying policies to ensure safe learning environments for all. Section 3.3 and Section 3.4 discuss what should be contained in sound anti-bullying policies, including what is permissible and what is not; procedures to be followed when rules are not adhered to and forms of punishment. Schools perfectly fit Rawls’ definition of institutions and what is expected of them, as Rawls (1999) states:

Now by an institution I shall understand a public system of rules which defines offices and positions with their rights and duties, powers and immunities, and the like. These rules specify certain forms of action as permissible, others as forbidden; and they provide for certain penalties and defences, and so on, when violations occur. (Rawls, 1999:47-48)

3.8 CHAPTER SUMMARY

Chapter 3 discusses the implications of bullying on global policies, specifically how it affects the 2030 Agenda for Sustainable Development and the EFA goals. This chapter also analyses the DBE's workbook, *Addressing Bullying in Schools* (CJCP, 2012), designed to assist SMTs in drafting policies and following set procedures to ensure safe schools. Additionally, Chapter 3 discusses what sound anti-bullying policies should contain. These requirements are used in the design of the framework, to measure the strength of schools' anti-bullying policies, against which the schools participating in the study's anti-bullying policies are analysed in Chapter 5.

Furthermore, Chapter 3 contains a discussion of the theoretical framework employed in this study, namely Rawls' *Theory of Justice*, introducing Rawls' philosophy and linking various aspects of his *Theory of Justice* to the issue of bullying in schools and this particular study's focal points. This chapter further discusses Rawls' *Theory of Justice* as a framework for this study's topic, main question and sub-questions. Finally, Chapter 3 considers how the literature review (Chapter 2 and 3), fits within the theoretical framework adopted, namely Rawls' *Theory of Justice*.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

As stated in chapter 1, the central and leading research question of this study is: *What are the experiences of School Management Teams [SMTs] in implementing and managing anti-bullying policies in public schools?* To determine methods used when drafting, implementing and evaluating schools' anti-bullying policies, a methodology to be employed in the process must be determined. This includes whether the tools supplied by the DBE are utilised; whether the policies are sound, i.e. whether they comply with the expectations of the DBE; whether staff are trained regarding bullying, and, if so, when and with what regularity, and finally whether teachers have knowledge of, understand and comply with schools' anti-bullying policies.

To answer this study's leading question and sub-questions, a qualitative research approach has been adopted as interviews are conducted, using two separate sets of questions. One set must be used for the member of the SMT of the schools participating in the study, who is responsible for discipline. The other set is to be used when interviewing two teachers from each participating school, who have taught at the school for over three years and are not serving on the schools' SMTs. Furthermore, a systematic approach, falling within the scope of Hermeneutics, will also be employed as the anti-bullying policy of each participating school will be measured against a framework, designed by me, drawing on the work of Vira (2008), Rigby (2007), Lee (2004), O'Moore and McGuire (2001) and the DBE's *Addressing Bullying in Schools* workbook (CJCP, 2012).

Chapter 2 of this study considers many facets of bullying, including a definition of bullying, the philosophical and historical background of bullying, bullying as a human rights issue and social problem as well as global perspectives on bullying. It also considers emerging trends and challenges relating to bullying in schools. Chapter 3 is divided into two sections, with the first section being Part B of the literature review.

Part B considers the implications of bullying on global policies, offers a critical analysis of the DBE's *Addressing Bullying in Schools* policy framework and reviews the requirements for a sound anti-bullying policy. Chapter 2 and chapter 3 highlight the dangers of bullying and the schools' responsibility to deal with and eradicate bullying in schools to create safe learning environments. This study aims to evaluate, using interviews and a measurement framework, whether schools are performing their duty with regards to the mandate given by UNESCO and the DBE concerning bullying, as discussed in Chapter 2 and 3.

In addition, Chapter 3 outlines the theoretical framework that is employed in this study, namely Rawls' (1999) *Theory of Justice*, which is incorporated into the study through the questions asked in the interview process and the framework designed by me, against which the schools' anti-bullying policies are measured.

4.2 RATIONALE FOR EMPIRICAL RESEARCH

This research is necessary, as it has been pointed out in Chapter 1 and 2 of this study that the issue of bullying carries many serious, lasting consequences, in some cases, even death. Schools have not only been mandated to deal with bullying efficiently, but public schools in South Africa have been given ample tools and guidance to assist them in creating or revising existing anti-bullying programmes and have been mandated to train staff regarding bullying. It is important to research whether schools are complying with the requirements of the DBE and confirm that they are aware of all the tools at their disposal, provided by the DBE, to assist them in the fight against bullying and the goal of creating safe learning environments for all.

In my 19 years of teaching experience, I have never received training concerning dealing with bullying and have not been made aware of any amendments to anti-bullying policies. However, I have taught in the private-school sector for nine years, so cannot make assumptions regarding what is happening in public schools. While serving on a school's SMT for the past five years, no amendments have been made to the school's anti-bullying policy, however, the uniform policy

and hair policies were amended in 2018. This study aims to determine whether public schools are doing what is required of them.

4.3 RESEARCH DESIGN AND METHODS

As stated in Chapter 1, this study is epistemological. Epistemology is “the theory of knowledge embedded in the theoretical perspective and thereby the methodology” (Crotty, 1998:3). This study draws on theories relating to bullying and how it should be dealt with in schools and the theoretical perspectives of what sound anti-bullying policies should include, making it epistemological. The research paradigm resides in the realms of Pragmatism and Interpretivism, whilst being transformative. The research approach is qualitative – making use of two sets of interview questions, one to be posed to two educators not serving on the schools’ SMTs and one to be posed to the Head of Discipline serving on the participating schools’ SMTs. The research is conducted by way of a case study, using empirical field research, which is exploratory. Furthermore, a systematic approach is utilised when analysing the anti-bullying policies, falling within the field of Hermeneutics.

4.3.1 Research paradigm

As stated in the Research design section, this study falls within the realm of Interpretivism as I “rely ... [in part] on the participants’ views of the situation being studied” (Creswell, 2009:8). When interviewing two teachers from each school in my sample, I ask each teacher to explain what he/she understands by the term “bullying” and whether they view bullying as a problem at their respective schools.

The study also falls within the realm of Pragmatism as it identifies the high rate of bullying in schools in South Africa, and worldwide, as well as the apparent lack of teacher training concerning bullying and how to deal with it effectively. “Pragmatist researchers look to the *what* and *how* in research, based on the intended consequences – where they want to go with it” (Creswell, 2009:11). This study aims to determine what teachers understand bullying to be, what they know of their school’s anti-bullying policy, and how they are trained to deal with bullying. It also aims to determine what process schools’ SMTs employed when constructing or

revising the schools' anti-bullying policies, what intervention methods the schools have in place, what is being done to curb bullying at each school, how staff are trained regarding bullying and how anti-bullying policies and procedures are monitored and evaluated.

In addition, the study is transformative as it studies policies. Specifically, I study the anti-bullying policies of the seven high schools which form part of the sample, measuring the strength of the policies against what the researchers, Vira (2008); Rigby (2007); Lee (2004), and O'Moore and McGuire (2001) state should form part of a sound anti-bullying policy, whilst also drawing on the recommendations made by the DBE (CJCP, 2012).

4.3.2 Research approach

A qualitative research method is used in this study as two teachers, not serving on the SMT and the person in charge of discipline, serving on the SMT, are interviewed. When gathering data via the interview process, both purposive and probability sampling will be employed. Purposive homogeneous sampling is used to gather data relating to teachers' viewpoints on the training they received, teachers' understanding of bullying and their respective responses to bullying.

The sample group is homogenous as I focus "on one particular subgroup in which all the sample members are similar [in this case all are teachers]" (Dudovskiy, 2018). Two teachers from each participating school who do not serve on the SMT are interviewed. The probability sampling technique that was to be employed is stratified random sampling as I aimed to divide my "population into homogenous subgroups and take a simple random sample in each subgroup" (Trochim, 2006). However, this form of selection did not take place as Principals preferred to select the participants or asked for volunteers on my behalf. Fourteen teachers were interviewed, all of whom should have worked at the school for over three years and must not have been members of the SMT at the time.

Secondly, expert sampling was employed as the SMT member responsible for discipline in each of the participating schools were interviewed. Seven members of

staff, who dealt specifically with the issue of bullying, the policies and procedures relating to bullying in schools, staff training regarding bullying and who were directly responsible for ensuring safety in their respective schools, were interviewed. “Expert sampling ... is used [because I need] to glean knowledge from individuals that have particular expertise.” (Lund Research Ltd, 2012). According to Dawson (2002:14), qualitative research explores participants’ experiences, behaviour and attitudes through focus groups or interviews. The experiences, attitudes and, to a certain extent, the behaviour of the participants are the partial focus of this study.

The study is also systematic, falling within the realm of Hermeneutics. As a methodology of interpretation, Hermeneutics “is concerned with problems that arise when dealing with meaningful human actions and the products of such actions, most importantly texts” (Mantzavinos, 2016.). The anti-bullying policies (texts) designed by the SMTs of each school in the sample are analysed against a framework designed in accordance with the requirements for a sound anti-bullying policy as described by Vira (2008), Rigby (2007), Lee (2004) and O’Moore and McGuire (2001) and the DBE’s *Addressing Bullying in Schools* workbook (CJCP, 2012).

4.3.3 Research type/strategy

This case study takes the form of empirical field research and is exploratory, employing a qualitative approach. It also makes use of documentary sources, specifically schools’ anti-bullying policies, or codes of conduct, and discipline procedures relating to bullying. A systematic approach is used for the analysis of each school’s anti-bullying policy. The DBE’s workbook titled, *Addressing Bullying in Schools* (CJCP, 2012), together with the specifications for a sound anti-bullying policy by Vira (2008), Rigby (2007), Lee (2004) and O’Moore and McGuire (2001) have been used to create a framework against which school’s anti-bullying policies can be measured. A checklist has been drawn up against which the policies are evaluated, for example, whether bullying is clearly defined in the policy, whether the consequences of bullying are clearly stated etc. The aim is to establish whether SMTs are using the workbook, *Addressing Bullying in Schools* when compiling or adapting their anti-bullying policies. A further aim is to determine whether the

schools' anti-bullying policies are consistent with the guidelines in the *Addressing Bullying in Schools* workbook, created by the CJCP for the DBE.

Included in the anti-bullying policies should be ways to combat or deal with bullying. Protogerou and Flisher (2012) argue that a whole-school intervention approach is more successful than a person-centred approach that focuses on the individual. Furthermore, anti-bullying strategies need to, amongst others, “have a sound theoretical basis ... modify group processes, not the individual ... come with a manual ... clearly describe the nature of bullying ... include sanctions ... be evaluated for effectiveness and flexible to necessary adaptations” (Protogerou & Flisher, 2012:17). This is in line with Vira (2008) who states that a school's anti-bullying policy should include, amongst others, “a succinct definition of bullying ... a general description of what the school will do in seeking to prevent bullying [and] an undertaking to evaluate the policy in the near future” (Vira, 2008:5).

These recommendations were considered when drawing up the framework against which the anti-bullying policies are measured. In addition, the study relies on self-reporting, with the member of each SMT responsible for discipline, and two teachers not serving on the SMT of each school being interviewed. The member of the SMTs, forming part of the study, was also interviewed to ascertain how anti-bullying policies were drafted or amended, what (if any) input was received from learners, staff education in the area of bullying etc. I set questions aiming to determine the methods used by the SMT to develop and/or amend each participating school's anti-bullying policy.

In addition, the questions also sought to explore the level of teacher training offered at each school concerning the issue of bullying. The aim is to determine how SMTs implement and manage anti-bullying policies. The questions focus, in part, on whether the participating schools are using the *Addressing Bullying in Schools* workbook that “aims to equip principals, educators ... with the information and tools to address bullying in schools. [The workbook] forms part of the *School Safety Framework's* training modules on Bullying and Positive Discipline” (CJCP, 2012:2).

Furthermore, “educators need to understand what constitutes bullying behaviour and know their mandatory reporting responsibilities and duty of care obligations” (Geary, 2014:6). However, “there is evidence that teachers often do not interpret [behaviour] as bullying ... leaving the recipient unprotected and unsupported” (Healey, cited in Geary, 2014:6). Incorrect interpretations by teachers “can undermine even the most comprehensive set of school bullying policies” (Geary, 2014:6).

It is vital to determine teachers’ knowledge concerning bullying. A qualitative approach is also employed when measuring teachers’ understanding of bullying and their knowledge of their respective school’s anti-bullying policy and procedures relating to instances of bullying and to determine the level of training received, relating to bullying, from the respective schools. This is done by way of interviews with teachers not serving on the participating schools’ SMTs. The aim is to establish whether teachers are being trained to understand, identify and deal with bullying appropriately as well as whether teachers know and comply with the schools’ anti-bullying policies, with a clear understanding of what is deemed bullying.

4.4 RESEARCH METHODS

This section explains the selection of participants, how data has been collected and how the data has been analysed. It also discusses the trustworthiness of the data and includes ethical considerations.

4.4.1 Selection of participants/sampling

The study was conducted in seven English medium public high schools in Tshwane South. A Purposeful Sampling method was employed as I selected schools using “a quota sample to make sure that all groups within the [economic demographic] are represented” (Dawson, 2002:50). Of the purposefully sampled schools, two of the schools service low-income groups, three service low to middle-income groups and two service middle-to-high-income groups.

When gathering data via the interview process, two probability-sampling techniques have been employed. Firstly, homogeneous sampling is used to gather data relating

to teachers' viewpoints on the training they received, teachers' understanding of bullying and their respective responses to bullying. Fourteen teachers were interviewed, two teachers from each participating school, who did not serve on the SMT and have taught at the participating schools for over three years. A random sampling method was employed, as the selection was meant to be random from the list of staff members (who have taught at the school for over three years) supplied by each school (Dawson, 2002:51). However, the Principals from the participating schools preferred to select the participants or asked for volunteers on my behalf.

Secondly, typical case sampling was employed as the member of the SMT responsible for discipline and/or issues relating to bullying from each participating school was interviewed. Seven members of staff who dealt specifically with the issue of bullying and the policies and procedures relating to bullying in schools, who were directly responsible for ensuring safety in their respective schools, were interviewed.

Furthermore, the anti-bullying policies of four of the seven schools in the sample group were analysed using a framework developed by me, as discussed in the research approach section of this dissertation. Two of the participating schools did not supply me with policies, despite numerous attempts to procure the necessary documents.

4.4.2 Data Collection

Two types of instrumentation were used in this case study. The first instrument used was two interview schedules; the one for the SMT member consists of nine interview questions and the one for teachers not serving on the SMT consists of eight interview questions. The interview type is semi-structured as some structure is to be maintained but, depending on the response by participants, additional information can be gleaned from further probing. I have elected to use a semi-structured interview method as I want "to know specific information which can be compared and contrasted with information gained in other interviews" (Dawson, 2002:28). This will require asking identical questions to each participant, within the same target group, but will allow for flexibility "so that other important information can still arise" (Dawson, 2002:29). Using semi-structured interviews allows me to be prepared as

interview schedules are “prepared ahead of time. This allows [me] to ... appear competent during the interview[s]” (RWJF, 2008).

One interview schedule has been designed to be posed to the member of the School Management Team (SMT) responsible for discipline, from each participating school. This set of interview questions includes questions to ascertain whether “policy implementation is constantly under review to ascertain effectiveness”. (Geary, 2014:9). Expert sampling is employed as it “involves the assembling of a sample of persons with known or demonstrable experience and expertise in some area” (Trochim, 2006). This was necessary for my study as I needed to determine the processes followed when the schools’ anti-bullying policies were either compiled or revised, how the anti-bullying policy was implemented and evaluated, how often and if it was reviewed, and when staff training relating to bullying takes place. The person in charge of discipline, serving on a school’s Management Team, should have the knowledge to answer the interview questions accurately.

A second interview schedule has been designed to be posed to two teachers from each school not serving on the SMT who have taught at the school for over three years. A maximum of nine generic questions were set, with a few of the questions being common to both sets of questions. Organic questions may flow from these during the interview process. As “most of all, children want to be safe and have someone to talk to” (Houghton, as cited in Geary, 2014:9), one question posed to teachers relates to whether learners have reported bullying to the teacher being interviewed or whether he/she knew of such reporting to other members of staff.

I arranged a time to meet each participant being interviewed, preferably after school hours so as not to interfere with teaching. Although most interviews have taken place after school hours, three participants arranged to be interviewed during the school day, when they were not teaching. According to Dawson (2002:70-71) it is important to be respectful towards interviewees, to dress professionally, consider body language, make proper eye contact and not to invade the interviewees’ space. I ensured that I dressed appropriately, arrived on time for each interview, conversed casually prior to questioning, appeared confident yet relaxed, smiled and maintained

eye contact and did not sit directly next to, or too close to, the participants. The interviews were recorded using my Samsung Smartphone and took no longer than twenty minutes to conduct. To ensure a professional start to all interviews, I familiarised myself with the recording device on my Smartphone well in advance of the first interview and checked to ensure that the Smartphone was in proper working order before each interview.

I piloted the interview questions at a school that did not form part of this study, interviewing a member of the SMT responsible for discipline, and two teachers not serving on the SMT. In this way, the questions were refined, focusing on what was of importance to this study.

The second instrument was a framework, against which each participating school's anti-bullying policy was measured. The framework has been developed by drawing on the DBE's workbook titled, *Addressing Bullying in Schools* (CJCP, 2012), and the key elements that Vira (2008), Rigby (2007), Lee (2004) and O'Moore and McGuire (2001) identified. One aspect of the schools' anti-bullying policies that was measured against the framework was whether, and in what way, cyberbullying was addressed. "School administrators feel somewhat helpless in trying to stop cyberbullying" (Beale & Hall, as cited in Stoel, 2011:2). They do, however, "have a mandated responsibility to give their students a quality education and when students are daily faced with cyberbullying, it affects their learning in a profound manner" (Bhat, as cited in Stoel, 2011:2).

I tested the framework against the anti-bullying policy from the same school where I piloted the interview questions and made any adjustments necessary to ensure that the framework tested the strength of anti-bullying policies adequately.

4.4.3 Data analysis

"Qualitative data analysis can be described as the process of making sense from research participants' views and opinions of situations, corresponding patterns, themes, categories and regular similarities" (Cohen, Manion & Morrison, 2007:461). I had a professional transcriber transcribe the interviews, editing the transcription to

ensure complete accuracy. I entered the response of each interviewee to each question in a table. I analysed the responses of the members of the participating schools' School Management Teams, looking at methods used to draft and/or amend the school's anti-bullying policy, the sources used when drafting or amending anti-bullying policies etc. I analysed the responses of the teachers involved in the interview process to determine the level of training received and each teachers' understanding of bullying and his/her knowledge regarding the school's anti-bullying policy. The anti-bullying policies of each school were measured against the framework I designed. A checklist was used to identify whether each policy was compliant with what the DBE expected and what constituted a sound anti-bullying policy. The strengths and weakness of each policy were identified according to the framework and were documented. A Word document was created and used to capture the results during the analysis process.

4.4.4 Trustworthiness

When considering the reliability of the data received from the interviews conducted with the teachers from each participating school, it is possible that some teachers may not have been completely honest, despite the responses being confidential and their names being withheld from the study. This is due to the fact that they may have been concerned that the researcher would divulge the information gleaned from the interviews to their Principal and they may fear retribution from the Principal of the school if they did not answer in a way that made the school look competent. As educators, they may have wanted to portray themselves in a favourable light and may thus not have responded honestly. This may affect the credibility of this section of the study. I did indicate that the information would be used for research purposes only and that the information supplied by them was confidential. This should have alleviated the participants' concerns and have resulted in reliable answers, making the information credible. Prior to asking the interview questions, I tried to make the interviewees feel as comfortable as possible thorough informal conversation. This may have assisted in creating an atmosphere in which the interviewees felt safe enough to speak honestly.

Furthermore, the Principal and the member of the SMT responsible for discipline, from one or more of the participating schools, may have been concerned about how the school dealt with bullying, or the school's anti-bullying policy or issues relating to teacher training with regards to bullying. This may have led to interview questions not being answered truthfully. This would mean that the information gleaned from the interview would be invalid and skew the findings. I used my interpretation of the strength of the schools' anti-bullying policies to try to determine the truthfulness of the answers supplied during the interview process. I assured the participants that were interviewed that the information they supplied would be used for research purposes only and that the information they shared was confidential. The Principal of each school participating in the study was assured of the fact that no participating school's name would be mentioned in the dissertation and that no participating school would know which other schools were participating in the study. In addition, the Principals were told that the names of the schools would not be supplied to the DBE, should the DBE wish to view the findings. This should assuage any concerns about confidentiality or possible repercussions. Therefore, the interviewees' responses should be credible, and their responses can be trusted.

The anti-bullying policies are official documents and are measured against the DBE's workbook titled, *Addressing Bullying in Schools* (CJCP, 2012), and the key elements from Vira (2008), Rigby (2007), Lee (2004) and O'Moore and McGuire (2001) identify. The findings should, therefore, be reliable and valid.

4.4.5 Ethical considerations

The ethical considerations are minimal as no minors are involved in the study. I had to receive written consent from the Principals of seven schools in Pretoria, whose schools fell within the demographic groups selected as discussed in the population and sampling section of this study.

Those participating in the study – teachers and the members of staff responsible for discipline – serving on the respective schools' SMTs, were educated professionals and the questions that were posed did not focus on the shortcomings of the individual but rather on the system. Only teachers and members of the SMTs who

signed the consent form were interviewed, and I ensured that sensitive information remained confidential so that “participants are not harmed [and] privacy is maintained” (Lichtman, 2010:51).

However, it is important to “consider how [my] research *might* negatively affect participants” (Polonsky, 2002:53). The member of the SMT interviewed from each participating school might have feared that the school’s Management Team would be judged based on his/her responses. The teachers who were interviewed might have feared retribution from the Principal if their answers appeared to place the school and its Management Team in disrepute. As suggested by Polonsky (2002:59), I make it clear to the members of the SMT being interviewed that the Principal “has allowed [me] to investigate” how bullying is addressed at the school and that any involvement is voluntary”.

Furthermore, it is important to indicate that “there is no penalty for participating” and I informed each participant as to “which, if any, information from the research will ... be shared with the [Principal]” (Polonsky, 2002:59). I tried to assure each interviewee that the data I gathered for the study was purely for my dissertation and that although the findings will be shared with the DBE, no names of participants or schools would be divulged.

Due to the fact that schools are expected to comply with the DBE’s *School Safety Framework*, schools that do not meet the requirements might have been fearful to share their anti-bullying policies with me. I ensured that the participating schools knew that the information was confidential and the schools’ names would not be known by anyone but me.

As I recorded the interviews, I ensured that I “clearly state on the information sheet and consent form that I will be doing so” and I also “allow the participants to have the ability to edit the [recording] ... [and] allow participants to withdraw, even during the taping process” (Polonsky, 2002:67). I make it clear that participants may withdraw from the study at any time without suffering any repercussions. If, however, any of the participants feel emotional distress after the interview process, they are free to contact me for reassurance or to retract their interviews.

4.5 CHAPTER SUMMARY

Chapter 4 discusses the research methodology employed in this study, stating the rationale for empirical research and explaining the research design. The research design considers the research paradigm, approach and type. This chapter also sets out the research methods, explaining the selection of participants, method of data collection, data analysis, trustworthiness of the data and ethical considerations.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION

5.1 INTRODUCTION

In Chapter 1 of this research, a child's fundamental right to education and a safe learning environment was established. Bullying was defined and the effects of bullying on victims were discussed. This study's main question and sub-questions were also stated in Chapter 1. The main research question was: *What are the experiences of School Management Teams [SMTs] in implementing and managing anti-bullying policies in public schools?* The sub-questions formulated in Chapter 1 are: 1. How do SMTs implement and manage anti-bullying policies? 2. To what extent do SMTs use the workbook, *Addressing Bullying in Schools*, when compiling or adapting their anti-bullying policies? 3. To what extent are the anti-bullying policies consistent with the guidelines in the School Safety Framework: Addressing Bullying in Schools workbook? 4. What training are teachers receiving to enable them to understand, identify and deal with bullying appropriately? 5. How knowledgeable are teachers regarding bullying and the schools' anti-bullying policies and procedures?

By way of interviews and by using a measurement tool, designed by me, to analyse the strength of the participating schools' anti-bullying policies, I gathered data to answer the above questions. The interview questions were designed to address the central research question and the sub-questions, as the interview questions allowed for themes to emerge which dealt specifically with the research questions.

The literature review, Chapter 2 and Chapter 3, were used to link and discuss my findings in relation to national and international findings with regards to a definition of bullying, expectations for anti-bullying policies, staff training and perceptions regarding bullying and the effects of bullying on both victims and perpetrators. Chapter 5 also draws on literature discussed in Chapter 2 relating to global perspectives on and challenges, regarding bullying, and how these relate to the findings in the participating schools. This chapter also draws from Chapter 3 when

analysing data relating to cyberbullying, the link to Education 2030 goals and forms of bullying.

The theoretical framework for this study, which forms part of Chapter 3, draws on the work of John Rawls in his book, *A Theory of Justice Revised Edition* (1999). In Chapter 5, I consider Rawls' (1999) Theory of Justice and whether the rights of all are considered in the drafting of policies and the management of bullying in the schools' participating in this study.

The research methodology is discussed in detail in Chapter 4 of this study. Chapter 4 includes the rationale for empirical research and discusses the research design and methods for collecting and analysing data, the trustworthiness of the data and ethical considerations.

In Chapter 5, I discuss the research process, analyse the data and interpret the data, according to the methodology discussed in Chapter 4. Chapter 5 analyses the strength of the participating schools' anti-bullying policies and examines whether SMT members and teachers can define bullying, whether schools have anti-bullying policies, the procedures followed when anti-bullying policies are drafted and amended as well as how anti-bullying policies are monitored, evaluated and amended. Additionally, Chapter 5 evaluates staff training regarding bullying and SMT members' ability to monitor staff knowledge of and compliance with the schools' requirements for dealing with bullying. This chapter also examines the number of reported cases of bullying and how these were dealt with as well as the participating schools' stances on cyberbullying.

Chapter 5 also analyses how often children report bullying to the participating teachers and their colleagues and how this is dealt with by the teaching staff. This chapter also explores the participating teachers' knowledge of and compliance with the school's anti-bullying policies. Chapter 5 further explores the teachers' knowledge regarding the number of reported cases of bullying, how these cases were dealt with, and how often and in what manner the participating schools' anti-bullying policies were amended. It also examines teachers' understanding of

cyberbullying and their knowledge of their school's stance on cyberbullying. Lastly, I summarise Chapter 5 and end with concluding remarks.

5.2 RESEARCH PROCESS

The research process began with the selection of schools to form part of the study. Initially, four primary schools and four high schools serving varying income groups were selected. The Gauteng Department of Education (GDE) was approached for permission to conduct research in the selected schools. Once permission was granted, I applied for ethical clearance. The Ethical Clearance Committee questioned the inclusion of both primary and high schools in the study and, as a result, I decided to focus my study on high schools. I reapplied for permission to conduct my research in seven high schools in Tshwane South District and was granted permission by the GDE.

As permission had initially been granted to conduct research in primary schools, I piloted the interview questions and measurement tool for the anti-bullying policy at one of the primary schools I had initially selected. After piloting the interview questions, it became evident that teachers may be answering in a way that would satisfy the Principal. As a result, I ensured that I started each interview at the participating schools, explaining that the Principal will not be informed as to the participants' responses and will not be able to identify the school in the study as the schools and participants were coded for the sake of anonymity and confidentiality. I also adjusted the questions slightly and added a question, asking for the definition of bullying from the member of the SMT being interviewed. The Deputy Principal from the pilot school suggested this as he stated that there are members of SMTs who do not understand what constitutes bullying. There was no need to adjust the measurement tool used to analyse the strength of schools' anti-bullying policies.

I approached the principals of the schools I wished to include in my study telephonically, prior to emailing them my formal request to conduct research at their schools. Two principals indicated that they did not really want to participate, one because he felt that too many researchers approached his school and one because

he was concerned about the study negatively affecting his school. However, both asked me to send them my request, and both allowed me to conduct research at their school. One principal refused my request, an incident of school violence at that school had gone viral the day before I sent my request. One other school secretary stated that their principal does not normally allow research at her school, but advised me to send her my request. That principal never responded to my email. Another school's deputy principal who was responsible for coordinating research refused my request as they only allowed one researcher access to the school annually and there was already a study in progress for 2019.

I received permission from seven English medium high schools in the Tshwane South District. Once permission was granted, I asked for the contact details of the Head of Discipline and a list of teachers who had taught at the school for over three years. I was going to select teachers from the list randomly and approach each one for permission to interview them. However, principals and, in some cases, the Head of Discipline preferred to ask for volunteers or selected their own participants. Either the names of participants were emailed to me so that I could arrange when to conduct the interviews or the Head of Discipline arranged the meeting times.

I was able to arrange for interviews swiftly at four of the schools but struggled to set dates and times at three of the schools. This lengthened the time spent gathering data as some interviews could only take place after the first term school holidays and just before the Term 2 holidays.

At two of the schools, I had to return a second time as one of the teachers was not available on the date set for the interviews. At three of the schools, one of the teachers I was meant to interview left the school before I could interview him or her. The Head of Discipline then approached other teachers to be interviewed. The last school I went to had me conduct the interviews in the staffroom, where other staff were present and were speaking loudly, making the interview process difficult. Several staff members refused to be interviewed, and finally, I had to interview a teacher who had been at the school for less than a year, to interview two teachers

on staff who did not serve on the SMT. I recorded all the interviews on my Samsung Smartphone.

Whilst interviewing two teachers, who did not serve on the SMT, and the Head of Discipline from each participating school; I noted that the answers were contradictory at times. This may be because the interviewees were saying what they believed the correct answer to be and not necessarily stating the truth. In Chapter 5, I discuss these contradictions as part of the analysis of data.

Of the seven participating schools, four supplied me with the school's Code of Conduct, or portion thereof that relates to bullying. Of these policy documents, three dealt only briefly with bullying, which made the part of my study which dealt with measuring the strength of the schools' anti-bullying policies challenging.

5.3 DATA ANALYSIS

5.3.1 Biographical data

This study was conducted in the purposefully selected seven English medium high schools in Tshwane South. Table 1 indicates the income groups serviced by the participating schools. Two of the schools service low-income groups, three service low to middle-income groups and two service middle-to-high-income groups.

Table 1: Income groups serviced by participating schools

| School | Financial demographic |
|---------------|------------------------------|
| School A | Low income |
| School B | Low income |
| School C | Middle to high income |
| School D | Middle to high income |
| School E | Low to middle income |
| School F | Low to middle income |
| School G | Low to middle income |

The SMTs' Heads of Discipline interviewed were comprised of a mix of men and women. However, the majority of Heads of Discipline interviewed were male, with

five out of seven interviewees being male. Table 2 indicates the gender of the participants who are Heads of Discipline.

Table 2: Gender of Heads of Discipline interviewed

| School | Gender |
|---------------|---------------|
| School A | Female |
| School B | Male |
| School C | Male |
| School D | Male |
| School E | Male |
| School F | Female |
| School G | Male |

As was the case with the Heads of Discipline, there was a mix of male and female teachers interviewed at the participating schools. However, amongst the teachers interviewed, exactly half were male, and half were female. Table 3 indicates the gender of the participants who were not part of the SMTs at their schools.

Table 3: Gender of teachers, not serving on the SMTs, interviewed.

| School | Interviewee | Gender |
|---------------|--------------------|---------------|
| School A | Teacher 1 | Male |
| | Teacher 2 | Male |
| School B | Teacher 1 | Female |
| | Teacher 2 | Female |
| School C | Teacher 1 | Female |
| | Teacher 2 | Male |
| School D | Teacher 1 | Male |
| | Teacher 2 | Female |
| School E | Teacher 1 | Female |
| | Teacher 2 | Male |
| School F | Teacher 1 | Male |
| | Teacher 2 | Male |
| School G | Teacher 1 | Female |
| | Teacher 2 | Female |

5.3.2 Data Collection

i) Anti-bullying policies / Codes of Conduct

I asked the Head of Discipline from each participating school to supply me with the school's anti-bullying policy or, if there was not a specific policy, the school's Code of Conduct, where bullying may be included. Of the seven participating schools, School A and F supplied me with the Code of Conduct, and School D supplied me with the school's homework diary, which contained the school rules, offences, actions that could be taken and staff responsible for dealing with offences. School C was in the process of revising their policy and the updated chapter of the policy that deals specifically with bullying was emailed to me once it was amended.

I made numerous requests to the Head of Discipline and one request to the principal of School B for the school's Code of Conduct but was not furnished with any documentation regarding bullying. The Head of Discipline at School E stated that the school's policy was kept on one staff member's computer and that the computer had crashed. He further stated that he had seen a hardcopy previously but was unable to find it. I made numerous attempts to contact the Head of Discipline at School G, leaving messages for him to contact me as I needed the school's Code of Conduct, but he never returned my calls.

As a result, of the possible seven policies relating to bullying I would have liked to have analysed, only four were made available. It is possible that the other three schools have no policy that deals with bullying. The principal of School G had mentioned, when I made my initial request to conduct research at her school, that I would have a hard time finding a policy relating to bullying at her school.

ii) Interview schedules

Two interview schedules were used to collect data. One was designed and used for the Heads of Discipline from the participating schools. Nine questions were posed to the Heads of Discipline, but some questions contained sub-questions. Thus, the number of questions totalled 14. The first question asked for a definition of bullying. Other questions related to procedures followed when compiling or revising the

school's anti-bullying policies, how often policies are revised, knowledge of the DBE's *Addressing Bullying in Schools* workbook and knowledge of the DBE's Educator and Learner surveys. They also dealt with procedures followed with regards to bullying, if there is not a specific policy relating to bullying.

The questions also covered staff training and teachers' knowledge of procedures to follow if bullying is brought to teachers' attention and how the SMT monitors teachers' knowledge and action. There is also a question on how many cases of bullying were reported to the discipline teams in 2018 and in what manner these reported cases were dealt with. The interviewees were also asked what their respective SMTs' stance was regarding cyberbullying, whether it was an issue the school needed to deal with or whether it was the parents' responsibility.

The other interview schedule was used for the teachers who had taught at the school for over three years and who were not part of the SMT. This interview schedule contained eight questions, also with sub-questions, finally giving a total of 14 questions. As with the interview schedule for the Heads of Discipline, the first question asked for a definition of bullying. Interviewees were asked if bullying had been reported to them, or if they knew of children reporting bullying to colleagues. They were asked how these reports were dealt with if there were any reports. Interviewees were asked if they received any training regarding bullying, and if so, how often. They were asked about their knowledge of the school's anti-bullying policy, if there is one, and whether they comply with said policy. In the case of there being no specific policy, interviewees were asked what procedures needed to be followed when bullying was noticed or reported.

Teachers were also asked if they knew how many cases of bullying were reported in 2018 and if they knew how these cases were dealt with. In the case of there being a policy, they were asked if they knew what procedures are followed when revising the policy and how often it is revised. They were also asked for their interpretation of cyberbullying and what their school's stance was on cyberbullying.

All interviews were recorded on my Samsung Smartphone and sent to a professional transcriber in Cape Town, via email. The transcriber was given the dates of each

interview recording and the coded name of the school and participant that was to be used for the heading of each transcription, e.g. 7 March, School A M (for Head of Discipline) or 7 March, School A T1 (for teacher 1). She was not given the names of the schools or of the province where I conducted my research to ensure anonymity and confidentiality.

5.3.2 Analysis and interpretation of data

i) Anti-bullying policies

As discussed in Chapter 3 of this study, in the 21st Century, anti-bullying policies are obligatory in many countries worldwide. According to Geary (2014:5), anti-bullying policies are in place in each state and territory in Australia. In Chapter 1, I explained the DBE's view regarding safety in schools and policies to protect the rights of all learners. However, "a South African national policy specific to school bullying does not exist" (Protogerou & Flisher, 2012:16). As mentioned in Chapter 1, the DBE deems schools to be "directly responsible for providing an environment conducive to the delivery of quality teaching and learning by ... promoting the rights and safety of all learners, teachers and parents" (DBE, 2018a).

Schools are expected to have Codes of Conduct in place to ensure the safety of learners and instil discipline. The DBE has developed material to assist schools in the formulation of policies and ways to maintain safety in schools. These materials include a *National School Safety Framework* (DBE 2016), Educator and Learner Surveys (aimed at identifying forms and frequency of bullying) and a workbook titled, *Addressing Bullying in Schools* (CJCP, 2012), to name but a few.

Part of my research focused on the quality of the anti-bullying policies at the schools participating in my study. Before the data collection phase of this study, I took for granted that all schools either had a specific anti-bullying policy or covered bullying, in some detail in their Codes of Conduct. This proved not to be the case.

Three of the seven participating schools were unable to produce either an Anti-Bullying Policy or Code of Conduct, despite numerous requests. The depth in which

bullying was covered in the Codes of Conduct of the other four schools also varied greatly.

The DBE's *Addressing Bullying in Schools* workbook (CJCP, 2012) gives an example of what is expected to form part of an anti-bullying policy. This includes a statement of intent; objectives of the policy; a definition of bullying, including the names of all forms of bullying, an explanation for each and an explanation as to why it is important to address bullying. It also includes the rights and responsibilities of learners, the responsibilities of educators, parents and the SGB; the procedures to follow when bullying is noted or reported and the outcomes (consequences) of bullying.

These requirements are in line with the requirements for a sound anti-bullying policy identified by Protogerou & Flisher (2012), Vira (2008), Rigby (2007), Lee (2004) and O'Moore & McGuire (2001). In addition, Protogerou & Flisher (2012); Vira (2008); Rigby (2007) and Lee (2004), highlighted the need for a revision of the policy and mention of such in the anti-bullying policies. I drew from the requirements for a sound anti-bullying policy shared in the DBE's *Addressing Bullying in Schools* workbook (CJCP, 2012) and Protogerou & Flisher (2012), Vira (2008), Rigby (2007), Lee (2004) and O'Moore & McGuire (2001) when designing the framework against which I measured the participating schools' Codes of Conduct. I have attached the framework as Annexure 6.

School A's Code of Conduct includes bullying, but it does not include a statement of intent regarding the school's view of bullying. It does not define bullying or name the various forms of bullying. In addition, it does not state why it is important to address bullying nor the procedures to follow if bullying is witnessed or reported. The Code of Conduct does not state the procedures to follow if one is a victim of bullying.

However, School A's Code of Conduct does state the rights of individuals in the school as "the right of learners to learn in a safe environment, unhindered verbally and physically" as well as "the right of learners to attend a school free of ... bullying, victimisation or intimidation, sexual harassment or criminal behaviour". This is in line with the *Education 2030 Framework for Action*, which states that "comprehensive,

multifaceted and cohesive policies that ... promote norms and systems that ensure schools are safe and free from violence [must be instituted]" (UNESCO, 2016:51-52).

Although the Code of Conduct does not specifically state the responsibilities of individuals in the school's community regarding bullying, it is covered in a blanket statement where it is stated that it is the responsibility "of learners to respect, protect and practice tolerance towards all persons and property ... To refrain from abusive language and inflammatory actions. To conduct themselves in a safe and responsible manner. To refrain [from] assault ... intimidation, bullying, sexual harassment, victimisation ... Never [to] speak disrespectfully to classmates".

The Code of Conduct does not specifically state the procedures that will be followed by the SMT when bullying is reported, however, it does state the disciplinary action to be taken for various levels of offence, which include actions that can be interpreted as bullying. The levels range from Level 1 to Level 5 offences, with the punishment ranging from verbal warnings and detention to suspension and expulsion. Additionally, the Code of Conduct does not specifically state the consequences for learners found guilty of bullying, but the forms of bullying and their consequences are covered. For example, under Level 2 misconduct, intimidation and discriminatory behaviour are covered; under Level 3 misconduct, intentional physical harm and violent behaviour are covered; under Level 4 misconduct, verbal threats and intimidation by a group are included. The consequences for misconduct are in line with acceptable punitive measures determined by the DBE, as possible expulsion must be referred to the Head of Department for the District, all other forms of punishment, like detention and suspension for five school days, fall within the scope of power of the school.

The Code of Conduct does not indicate the school's stance on cyberbullying, nor does it address cyberbullying. It does not include an undertaking to revise the policy regularly either.

Although not a requirement of the DBE, Lee (2004) suggests several inclusions in sound anti-bullying policies. These proposals are included in the framework under

questions 9-15. School A does not meet any of these requirements, which include references to the myths surrounding bullying and an explanation of the procedure followed when drafting the policy. It does not offer advice to victims or parents regarding bullying. The Code of Conduct does not supply the names and contact details of staff who are able to assist victims of bullying. It does not state what training staff receive or how new staff are informed about the school's anti-bullying policy. It does not state whether bullying is dealt with as part of the formal curriculum. The word "bullying" appears three times in School A's Code of Conduct.

School A's Code of Conduct is not sufficient as a policy document with regards to the expectations of the DBE and prerequisites of a sound anti-bullying policy described by Protogerou & Flisher (2012), Vira (2008), Rigby (2007), Lee (2004) and O'Moore & McGuire (2001). The Code of Conduct needs to address the issue of bullying directly and must include a statement of intent regarding the school's approach to bullying, a definition of bullying, must name the various forms of bullying and explain each form. It also needs to state why it is important to address bullying and name the specific rights and responsibilities of learners with regards to bullying. The Code of Conduct must also include the procedure for victims, witnesses and teachers to follow when bullying occurs as well as a description of the procedures that will be followed by the SMT or discipline team when bullying is reported. It also needs to include the consequences for learners found guilty of bullying. Finally, the Code of Conduct needs to include the school's stance on cyberbullying and an undertaking to revise the policy regularly.

School C's policy against bullying forms part of the school's policy as Chapter 36 of the policy. The chapter includes a statement of intent and a definition of bullying, which is accurate according to international definitions of bullying. It also names the various forms of bullying, including cyberbullying, and explains them. The policy against bullying states why it is important to address bullying and includes the procedures to be followed by staff if bullying is witnessed or brought to a staff member's attention. The policy states that staff are to report "to the appropriate staff member such as Homeroom/Class teacher, Grade Tutor, Deputy Headmaster,

School-based support Team, School Psychologist or Social Worker who will follow the designated procedures”. However, it does not state the order of reporting or who is responsible for the procedures that need to be followed. Chapter 36 also includes a description of the procedure that will be followed by the Discipline Team. The policy states that “a no-blame approach should be followed”.

O’Moore and Minton (2004: 9) argue that the no-blame philosophy makes sense as it breaks the cycle of violence. It is important to note, “‘No blame’ does not mean ‘no responsibility’” (O’Moore & Minton, 2009:9). Therefore, this is a sound approach to take with regards to bullying. Additionally, the policy includes advice for parents regarding what to do if they suspect or know that their child is being bullied, which is one of the items that need not feature in an anti-bullying policy but may be included, according to Lee (2004).

Cyberbullying is covered under the general umbrella of bullying, but the policy on bullying does not include the school’s stance on cyberbullying and how the Discipline Team or SMT will intervene in cases of bullying. Chapter 36 does not state the rights of individuals in the school community, nor does it state the procedures to be followed by victims of bullying when reporting bullying. The policy on bullying also does not include the possible consequences for learners found guilty of bullying, although it does state that “bullying should be seen as a form of misconduct, and be treated disciplinarily with possible sanctions, depending on the severity of the misconduct”. Furthermore, Chapter 36 does not include an undertaking to revise the policy with some regularity.

The policy does not refer to leading myths and misconceptions regarding bullying, nor does it indicate the procedure followed when drafting the policy. It does not offer advice for victims of bullying, nor does it include the names and contact details of the person (or persons) to contact who will be able to assist all parties concerned. Chapter 36 also does not include what professional development takes place regarding bullying nor how new staff members are informed about the anti-bullying policy. It also does not state whether bullying is dealt with as part of the formal

curriculum. However, according to Lee (2004), the items mentioned in this paragraph do not need to feature in an anti-bullying policy but may be included.

Largely, School C's policy against bullying meets the requirements for a sound anti-bullying policy. However, it needs to incorporate the rights of individuals in the school community and the procedures to be followed by the victim of bullying when reporting bullying in the policy. Additionally, it needs to include the possible consequences for learners found guilty of bullying. It also needs to incorporate the school's stance on cyberbullying as well as how the Discipline Team or SMT will intervene in cases of bullying. Lastly, it should include an undertaking to revise the policy with some regularity.

School D did not supply me with the school's Code of Conduct in document form but rather supplied me with the school's homework diary, which contains the school rules but no specific section for bullying or an anti-bullying policy. The Head of Discipline stated that the school's Code of Conduct formed part of the homework diary. The school rules (Code of Conduct) does not include a statement of intent regarding the school's approach to bullying. It does not include a definition of bullying, nor does it name the forms of bullying or explain them. In addition, the school rules do not state why addressing bullying is important, nor does it state the rights and responsibilities of individuals in the school community regarding bullying.

Furthermore, the school rules (Code of Conduct) does not include instructions on procedures to follow if bullying is witnessed by or reported to a staff member nor the procedures for reporting to be followed by victims of bullying. The Code of Conduct does not include a description of the procedures that will be followed by the Discipline Team or SMT when bullying is reported. However, bullying is covered under the "Serious offences" section of the school rules. The procedure for serious offences states: "The School Governing Body will handle all serious transgressions of school rules by applying set disciplinary procedures". The disciplinary procedures are not stated. An undertaking to revise the policy regularly is not included. None of the items that need not feature in an anti-bullying policy but may be included, according to Lee (2004), appear in the Code of Conduct.

School D's school rules do include the possible consequences for learners found guilty of bullying as it states that the consequences for bullying is "immediate temporary suspension from school premises and an external hearing". It further states that the SGB and Principal / Deputy Principal / Disciplinary Head will be involved and punishment could be a "final written warning, letter and debit points, expulsion, or suspension after disciplinary procedure". It is unclear whether the expulsion is in line with the DBE's acceptable punitive measures, as the Code of Conduct does not state whether the matter would be referred to the GDE Head of Department for consideration of expulsion. However, it does define expulsion as "the action taken by the SGB in accordance with the law, after a just disciplinary hearing". Cyberbullying is covered under the general umbrella of bullying. Bullying is referred to once in the Code of Conduct and falls under the following serious offences: "Fighting, pushing, bullying (emotional bullying, cyberbullying), assault or threatening to assault any person".

It is clear that School D's school rules (Code of Conduct) do not meet the requirements of a sound anti-bullying policy as required by the DBE and as set out in the *Addressing Bullying in Schools* workbook (CJCP, 2012). In order to comply, School D would need to either include an anti-bullying policy in its school rules (Code of Conduct) or create a separate anti-bullying policy, which needs to include a statement of intent regarding the school's approach to bullying, a definition of bullying as well as naming and explaining the forms of bullying. It also needs to state why it is important to address bullying and stipulate the rights and responsibilities of individuals in the school community.

Furthermore, the policy needs to include instructions on what procedures staff should follow if they witness bullying or if bullying is reported to them, and the procedures victims need to follow when reporting bullying. It also needs to describe the procedures that will be followed by the Discipline Team or SMT when bullying is reported. The policy also needs to state the school's stance on cyberbullying as well as how the SMT will intervene in cases of cyberbullying. Finally, it needs to include an undertaking to revise the policy with some regularity.

School F supplied me with its Policy Document: Policy on the Code of Conduct for Learners and the school's Discipline Procedure document. Neither document includes the school's statement of intent regarding the approach of the school regarding bullying nor is bullying defined. The forms of bullying are not named and there is no description of the forms of bullying either. Additionally, the documents do not state why it is important to address bullying nor the responsibilities of individuals in the school community regarding bullying. The documents do not include instructions on procedures to follow if bullying is brought to one's attention or witnessed, neither does it state the procedures to be followed by victims when reporting bullying. Neither document states the school's stance on bullying nor how the SMT or Discipline Team will intervene in cases of cyberbullying, nor is cyberbullying covered under the general umbrella of bullying.

When considering items that need not feature in an anti-bullying policy but may be included, according to Lee (2004), the documents do not refer to the leading myths and misconceptions regarding bullying nor do they indicate the procedure that was followed when drafting the policy. Advice is not offered to victims of bullying or parents of either victims or perpetrators on how to recognise bullying and what actions to take. The names and contact details of staff who can assist all parties involved are not supplied. The documents do not state what professional development regarding bullying staff will receive or have received and they do not state whether bullying is dealt with as part of the formal curriculum.

However, the Policy on the Code of Conduct for Learners does state the rights of individuals in the school community as it is stated that every learner "has the right to have his/her dignity respected" as well as the right to "non-violence and the freedom and security of person". Learners also "have the right to a clean and safe environment that is conducive to education". This is in line with the *Education 2030 Framework for Action* goals mentioned earlier in this section.

The Discipline Procedure document describes the procedures that will be followed when bullying is reported. This description falls under "Corrective Measures for

offences that may lead to suspension”, specifically “Level 4: Very serious misbehaviour”. The action to be taken for bullying is that

the educator reports directly to the Discipline Officer (DO). The DO removes the learner from the class to the Discipline room. The DO informs parents and Grade Head (Discipline). A meeting to be set up between parents, DO and Deputy Principal. (School F, Discipline Procedure document, 2015)

Furthermore, the Discipline Procedure document includes the possible consequences for learners found guilty of bullying. The consequences include “immediate suspension from school. The DO will contact parents or the South African Police Service (SAPS) to remove the learner from school. Written warning from SGB of possible expulsion”. The consequences of perpetrating bullying are in line with acceptable punitive measures determined by the DBE as the warning of expulsion, when read together with the Code of Conduct, provides for the Head of Department (for the district) to be involved, as the Head of Department (Tshwane South District) will make the final decision regarding expulsion.

The policy does include an undertaking to revise the policy with some regularity, however, the policy was approved in 2015 and was meant to be revised in 2017 but has not been revised by 2019. Although the policy does not state the procedure that was followed when the policy was drafted or amended, it does state who was involved in developing/revising it, namely the Policy Development and Review Committee and the SGB.

The word “bullying” appears once in the Code of Conduct for Learners, under “Section 9: Offences that may lead to suspension”, and once in the Discipline Procedure document, under “Level 4: Very serious misbehaviour or violation of school codes.” From the above, it is clear that bullying is not adequately covered in the school’s Code of Conduct. In order for the school to meet the requirements of the DBE (CJCP, 2012) and the expectations for sound anti-bullying policies described by Protogerou and Flisher (2012), Vira (2008), Rigby (2007), Lee (2004) and O’Moore & McGuire (2001), School F would either need to add to the school’s existing Policy Document: Policy on the Code of Conduct for Learners or create an

anti-bullying policy. This would need to include the school's statement of intent regarding the school's approach to bullying as well as a definition of bullying. It would need to include the names of the various forms of bullying, together with a description of each. Furthermore, it should state the importance of addressing bullying and include the responsibilities of individuals in the school community regarding bullying. It also needs to contain instructions on procedures to follow if bullying is noticed or reported to one as well as instructions to victims of bullying, regarding the procedure to follow when reporting bullying. The school's stance on cyberbullying and an explanation of how the SMT or Discipline Team will deal with cyberbullying need to be included as well.

ii) Interview schedules: Heads of Discipline

As part of this study, I focused on SMTs experiences in drafting and managing anti-bullying policies, their understanding of bullying and staff training concerning bullying. Nine main questions, some with sub-questions, form part of the interview schedule designed for the member of the SMT in charge of discipline. These questions are included as Annexure 4.

To analyse the data obtained from the interview process, I constructed a table, containing the code for each school in column one and each question posed in column two. The data was captured from School A to School G for each question and coded as SAM, SBM, SCM, SDM, SEM, SFM and SGM, the M referring to the SMT member in charge of discipline.

Question 1 on the interview schedule is: *How would you define bullying?*

As stated in Chapter 1 of this study, although "a consensus on the precise definition of bullying has yet to be reached" (Nansel et al., as cited in Ferguson, San Miguel, Kilburn Junior and Sanchez, 2007:402), UNESCO defines bullying as "repeated exposure to aggressive behaviour from peers with the intent to inflict injury or discomfort. It can include physical violence, verbal abuse and the intent to cause psychological harm through humiliation or exclusion" (UNESCO, 2017d:1). The DBE's *Addressing Bullying in Schools* workbook defines bullying as "repeatedly picking on someone with the aim of hurting or harming them physically, emotionally

or socially. ... bullying usually involves an imbalance of power” (CJCP, 2012:5). Rigby (2007:11) defines bullying as repeated and cruel oppression of the powerless by the powerful without justification and includes that it is unwarranted violence, which can be psychological or physical.

The following responses were given for the question: *How would you define bullying?*

School A: The SMT member in charge of discipline (SAM) identified two types of bullying, namely mental and physical and stated that mental bullying occurred more frequently at her school. She stated that “they (the pupils) see it under peer pressure, but it’s peer bullying”. The interviewee feels that bullying is linked to jealousy over boys or academics in the case of girls. SAM stated that bullying starts “from a very early age but as soon as they start in high school they start getting jealous and because of the girls starting developing and the boys start looking at them and their academics are getting more squashed in and more hectic, they start getting jealous and that goes over into bullying”.

Her example of bullying was that one girl would say, “I’m not going to study for tomorrow’s test. I hope you’re not going to study. They both don’t study”, but the one who suggested they do not study will do well and the other not. The one who did well will say, “bad luck if you are that stupid, well, so be it.” The other will accept this because she wants “to still have a friend”. This example is not in line with UNESCO’s definition of bullying but rather appears to be a form of peer pressure. The definition of peer pressure is “a feeling that one must do the same things as other people of one’s age and social group in order to be liked or respected by them” (Merriam-Webster, 2018). The interviewee did not directly state if bullying can be a once off occurrence or whether it happens repeatedly.

School B: SMT member in charge of discipline (SBM) defined bullying as “the embarrassment of somebody else ... to make yourself look better ...and especially in front of others” He also stated that it “is an ongoing thing”, meaning the behaviour is repeated. This definition, although brief, is in line with UNESCO’s definition of bullying as “repeated exposure to aggressive behaviour from peers with the intent

to inflict injury or discomfort. It can include ... the intent to cause psychological harm through humiliation or exclusion" (UNESCO, 2017d:1).

School C: SMT member in charge of discipline (SCM) defined bullying as "specifically any action towards another individual which violates their physical wellbeing, their emotional wellbeing ... and a violation of somebody's, another human being's personal space". The interviewee stated that bullying could be a once-off occurrence or be ongoing. The definition of bullying supplied by SCM is correct, except for the fact that it can be a once-off act. According to UNESCO (2017d); CJCP (2012) and Rigby (2007), bullying is a repeated action.

School D: SMT member in charge of discipline (SDM) defined bullying as "one actually trying to take advantage of the other person, maybe taking something from another child ... trying to make the child do things that they do not want to do. Whatever you do and the other person feels uncomfortable for me is considered bullying, especially if it actually violates the right of the other learner". The interviewee stated that bullying can be a once-off occurrence, but only if there is intervention, otherwise it is ongoing (repeated). This is in line with the definition of bullying furnished by UNESCO (2017d), CJCP (2012) and Rigby (2007).

School E: SMT member in charge of discipline (SEM) defined bullying as "anything that learners are doing to each other which is actually [preventing] another learner from feeling comfortable in their school". He further stated that bullying can take many forms. "It can be beating, a learner taking books or actually making another learner pay [the bully] money every day". The interviewee also stated that bullying causes victims to be afraid of attending school, causing some to leave school and that is why bullying cannot be tolerated. He also stated that bullying happens on a daily basis and is thus repeated behaviour. This aligns with the definition of bullying stated by UNESCO (2017d), CJCP (2012) and Rigby (2007). SEM also correctly identified some of the effects of bullying. According to Rigby and Slee, as cited in Rigby (2007:50), and discussed in chapter 2 of this study, the consequences of bullying for victims, include absenteeism, as victims want to avoid the bully/bullying

by not attending school as well as further educational consequences, as victims struggle to concentrate and stay away from school.

School F: SMT member in charge of discipline (SFM) defined bullying as “number one, if you say something to someone and that person does not like what you are saying. ... Or if you are touching a person where he or she does not want to be touched. Or if you are saying things on social media ... and it does not sit well with another person ... and especially if that person keeps saying ‘stop’ or ‘no’”. The interviewee stated that bullying “continues over a period of time”, therefore it is repeated behaviour. Her definition is in line with that of UNESCO (2017d), CJCP (2012) and Rigby (2007), as she alludes to physical, verbal and cyberbullying and recognises that it is repeated behaviour.

School G: SMT member in charge of discipline (SGM) defined bullying as “making another learner inferior in so many ways that you treat them the way you wouldn’t want to be treated”. “It would either be through physical bullying, emotional bullying and cyberbullying as well”. The interviewee stated that bullying “usually happens over and over again” and that where bullying happened only once, that was due to the matter being reported and intervention taking place. He also stated that “bullies always target those who are a bit smaller and will do it repeatedly”. Boba and Santos (as cited in Sampson, 2009:12) found that the majority of victims of bullying are victimised by bullies in their class or grade. However, they also found that 30% were victimised by children that were older than they were, as stated in Chapter 2 of this study.

Question 2 reads, *What procedures were followed when either compiling or revising your school's anti-bullying policy?*

As stated in Chapter 1 of this study, according to Vira (2008), an anti-bullying policy must be developed, using data collected from the learners. This in line with the DBE's *Addressing Bullying in Schools* workbook, which suggests that Educator and Learner Surveys be used to assess the "extent [of] and dynamics surrounding bullying in the school" (CJCP, 2012:4). Part of this study aimed to assess whether learner input was received when drafting or amending the schools' anti-bullying policies. It also aimed to establish if the DBE's *Addressing Bullying in Schools* workbook was used when either drafting or revising the participating schools' anti-bullying policies. I incorrectly assumed that all schools were in possession of the DBE's *Addressing Bullying in Schools* workbook and had an anti-bullying policy or covered bullying in the school's Code of Conduct.

As stated under the Problem Statement in Chapter 1 of this study, there are many sources that can be referenced when drafting or adapting anti-bullying policies. However, the question remains whether schools are putting policies and procedures in place to facilitate a safe learning environment for all learners whilst ensuring that they adhere to the requirements of the *Addressing Bullying in Schools* workbook as set out by the DBE. Schools should have anti-bullying policies that are specific to the needs of their specific school as school environments differ.

Interviewee answers to the question: *What procedures were followed when either compiling or revising your school's anti-bullying policy?*

SAM stated that her school does not have an anti-bullying policy. When asked if the interviewee had knowledge of the DBE's *Addressing Bullying in Schools* workbook, she had "a few years ago, they sent [her] a book regarding bullying and then about three weeks [prior to 7 March 2019] they [the DBE] had [an] anti-bullying workshop". SAM felt that those hosting the workshop "do not have the on-hands experience". The interviewee had no knowledge of the DBE's Educator and Learner Surveys.

SBM stated that they did not have “such a specific policy” and, when asked if bullying was covered in the school’s Code of Conduct, the interviewee stated that bullying was not covered. The Code of Conduct “just addresses general behaviour things”. SBM also stated that the Code of Conduct “was last revised many, many, many years ago” and he has “been pressing them [the SMT] to revise it for the last two years” after having amended it himself, but as yet it had not been amended. The interviewee was not aware of the DBE’s *Addressing Bullying in Schools* workbook or the DBE’s Educator and Learner Surveys.

SCM stated that he knew what procedures were followed when revising the school’s anti-bullying policy but was unable to state specifically what these procedures are. With prompting, the interviewee stated that the policy, like all other school policies, was revised annually and that they noted “blind zones ... some areas the policy does not cover and ... at the end of the year [they] sit down and ... revise those things”. “Sometimes we do have certain aspects of the policy that are a bit like farfetched”. “So then we need to take them down”. SCM gave an example of cyberbullying having to be included in their policy. They “had forgotten to put in cyberbullying. So [they] had to include cyberbullying because it wasn’t in the policy”. The interviewee indicated that the SMT relied upon teacher input when revising the anti-bullying policy as “they give [the SMT] an indication of what is happening on the ground”. SCM stated that they also took cognisance of what was reported in the media as happening in other schools. In addition, the school consults with parents regarding their children’s experiences. He also mentioned the fact that anti-bullying policies cannot be generic as “things that happen in our environment ... may not apply in a different environment”.

The interviewee has not heard of the DBE’s *Addressing Bullying in Schools* workbook or the DBE’s Educator and Learner Surveys, stating, “No, we haven’t received anything like that”. He did mention that the DBE held an anti-bullying workshop towards the end of Term 1 and the school sent a representative. This appears to be the same workshop SAM mentioned.

SDM stated that the school's anti-bullying policy has never been revised but speaks of procedures that used to be followed, "they used to have a box that ... you write a piece of paper and say I'm being bullied by who and who and you put the paper in the box ... the Deputy Principal will then check the box". The interviewee does not indicate an actual written policy though. SDM supplied me with the Learner Diary, which contained the school rules (Code of Conduct). As discussed under the section where the anti-bullying policies were analysed, there is no policy specific to bullying but cyberbullying and emotional bullying are mentioned, together with punitive measures for such offences. The interviewee has no knowledge of the DBE's *Addressing Bullying in Schools* workbook, however, stated that the DBE did host a workshop in February about bullying, which he did not find useful as "it left [them] with a lot of questions ... and it didn't give [them] answers regarding bullying to be honest". This seems to be the same workshop mentioned by SAM and SCM. The interviewee stated that he knew about the DBE's Educator and Learner Surveys but went on to explain how they drafted their own survey questions at his previous school to determine whether learners had "been bullied before and what actually happened".

SEM stated that he was not aware of the procedure that was followed when drafting or amending the school's anti-bullying policy but also stated that he has "not seen exactly a memo from the Department [DBE] which is actually talking about bullying". The interviewee could not produce either an anti-bullying policy or the school's Code of Conduct. He stated that the only softcopy was on a computer that had crashed and he had seen a hardcopy but was unable to find it. The interviewee stated that he knew about the DBE's *Addressing Bullying in Schools* workbook but then spoke about there being many schools where bullying was taking place. "When you watch TV. You'll find that now the MEC of Education is saying no, no to bullying". SEM indicated that he was aware of the DBE's Educator and Learner Surveys, but he then refers to the form used by the school to log all reports of bullying. From this, it appears he does not have knowledge of the surveys. SEM tends not to answer the questions asked but rather states the DBE's view on bullying and discusses procedures to follow regarding bullying.

SFM stated that her school has “a sort of anti-bullying policy, [they] have in [their] Code of Conduct. We do have a part where we mention that we do not allow bullying”. The interviewee stated that the SGB normally revises the Code of Conduct but that the SMT revisited the Code of Conduct annually, “just to check different types of bullying because they change almost every year”. However, as is noted under the section where the schools’ anti-bullying policies are analysed, the school’s Code of Conduct does not name the various forms of bullying. SFM stated that thus far, they have not asked learners for their input when revising the Code of Conduct. The interviewee stated that she had not heard of the DBE’s *Addressing Bullying in Schools* workbook but also mentioned a colleague attending a workshop. She stated that her colleague was given a workbook “where it details the anti-bullying and all that but” SFM has not worked through the workbook. SFM stated that she knew about the DBE’s Educator and Learner Surveys but, like SEM, goes on to describe the DBE’s statistics form (logging the reported cases of bullying).

SGM stated that he was not aware of the procedures followed when the school’s anti-bullying policy was drafted or amended. Upon prompting, he stated that it was covered in the school’s Code of Conduct “but quite recently [they] appointed lawyers who are busy redoing the policies”. I did not receive the school’s Code of Conduct, despite numerous requests, but SGM stated that the Code of Conduct blanket covers bullying as physical, verbal and cyberbullying, it covers everything broadly. The interviewee had no knowledge of the DBE’s *Addressing Bullying in Schools* workbook or the Educator and Learner Surveys.

It is clear, from the answers provided, that none of the respondents have used the DBE’s *Addressing Bullying in Schools* workbook or the Educator and Learner Surveys. They are not aware of the contents of the workbook and, where there is a policy relating to bullying, neither of these sources were used when compiling or revising the policy. Only SCM was able to explain the procedures followed when revising the school’s anti-bullying policy, which is in line with the interpretation of the school’s anti-bullying policies or Codes of Conduct, as only School C has a section of its Code of Conduct dedicated to a policy on bullying.

Question 3 has two branches. For both schools that have an anti-bullying policy and those that do not, the interviewees were asked: *What procedure is followed when bullying is noticed or reported?* If the schools have an anti-bullying policy, interviewees were also asked: *How is the success of the anti-bullying policy monitored and evaluated?*

For School A, SAM stated that “if it ends up blood and gore”, i.e. physical violence, the principal will take the pupils into his office and call in the parents. There will be a hearing and the pupils will be suspended so they can “cool down”. If it gets worse (i.e. happens again) the parents will be called in again. This seems more like a case that involves physical fights, where all pupils involved are suspended.

For cases that are not physical, if a staff member identifies a child as perpetrating bullying, he/she will either report the matter to the grade head or the interviewee. The interviewee will write up the case and will work with the bully and give him a warning and “tell him that he is being watched”, and it had better not happen again”. The interviewee monitors the cases that reach her, and if it seems the bullying is not going to stop with her intervention, she calls in the parents. The interviewee will then inform the parents of the victim regarding what has occurred and how they should handle the situation.

When looking at the behaviour of the bully, the interviewee feels it is necessary to go back as far as possible to see from where the perpetrator’s anger is coming. She states that sometimes it is “just plain naughtiness”. The interviewee also indicated that “when it [the problem] becomes big, the child withdraws completely, they try commit suicide”. These effects were identified in Chapter 1 of this study, where Geary (2014), Vira (2008) and Slonje and Smith (2008) are referenced as having highlighted the dangerous effects of bullying, which included loneliness, low self-esteem, anxiety, depression and suicidal ideation.

As a follow-up question, I asked how the interviewee deals with the bully in mental bullying cases. SAM stated that the bully is called in and informed of the allegations against him/her. The perpetrator must admit what he/she has done. He/she is given a verbal warning. If it happens again, the parents are asked to meet with the

interviewee. There will be a disciplinary hearing with the School Governing Body (SGB). The perpetrator may be suspended, however, it does depend on the severity of the case. Sometimes the interviewee handles the situation in her office and gives a verbal warning, which works at times.

SBM stated that bullying is covered under the harassment part of the school's Code of Conduct and is seen as a Schedule 1 offence, which is a less grievous offence. "The case will be investigated by the grade tutor. If it is found to be severe, it will either escalate to [SBM] or the principal". The interviewee will refer the case to the principal, once he has completed his investigation. The punishment may be demerits or an SGB hearing, which could lead to suspension.

SCM stated that staff are told to report bullying to a member of the Disciplinary Committee. This is because teachers do not want to deal with the cases so they may ignore it if they must deal with incidents of bullying. This seems to be an accurate observation as Irwin, Waugh and Bonner (cited in Geary, 2014:9), found that teenagers from their study perceived that teachers must have known that bullying was taking place but did not seem to acknowledge the problem because then they would have to deal with the bullying. The interviewee further stated that the Discipline Committee does not want teachers to try to deal with bullying because they may "botch it".

Once bullying has been reported, a disciplinary officer gathers evidence. (This disciplinary officer will not be responsible for the prosecution). There may be CCTV footage, which can be used as evidence. The victim needs to write a report; thereafter, interviews are held with the victim, preferably in the presence of his/her parents. The culprit is also called in and interviewed, in the presence of his/her parents. The discipline officer works through the evidence and determines whether there are grounds for a case. If there are grounds, the case is given to another disciplinary officer who will act as prosecutor. He/she will refer the case to the SGB, and a hearing will take place. The parents of the alleged bully may bring a lawyer or legal representative to the hearing but this person may only act in an advisory capacity for the family and may not take part in the hearing. The SGB will consider

the merits of the case and make a recommendation regarding punishment. SCM will then make a determination as to what punishment will be meted out.

School C measures the success of its anti-bullying policy by looking at the statistics year on year, and within the year, to see if reported bullying has decreased or increased.

SDM stated that the procedure was as follows: When a learner wants to report bullying, he/she goes to one of the two Heads of Discipline (one male; one female) and reports it immediately. This ensures that there is someone held accountable to do something as it has been reported in person (previously the pupils reported bullying by placing a note in a box, but nothing came of these reports). However, according to the interviewee, the pupils are not aware of the procedure.

If a teacher notices bullying, he or she reports it to either of the Heads of Discipline. The Head of Discipline calls the alleged victim to get an understanding of the situation. The alleged perpetrator is called separately and is asked to explain himself/herself. SDM states that the perpetrator always denies bullying so as a result, the Head of Discipline will question other learners in the class, for example, the friends of the child being bullied and the friends of the bully. If it is determined that bullying is taking place, both sets of parents are called to the school, separately, and they are told that bullying is taking place and they are advised to speak to their respective children. If this does not put an end to the bullying, an external hearing is held with the SGB. The SGB decides whether to suspend the bully or not. Both the bully and victim are sent for counselling, the bully is counselled to gain a better understanding of bullying.

If the bullying is not severe enough to warrant a disciplinary hearing, the punishment for less severe cases is community service or the perpetrator is made to research bullying and see the counsellor. As part of a whole-school approach to bullying, Protogerou and Fisher (2012:11) name counselling as a method of dealing with bullying.

The most severe punishment that the interviewee is aware of was a girl who bullied a boy and then, when it was reported, tried to say the boy bullied her but video footage showed the girl throwing pencils at the boy and calling him names. She received a suspended expulsion, and if she defaults in 12 months, her case will be referred to the GDE for a request for expulsion. She also had to write an essay regarding bullying so that she could understand what it encompasses. The school advised that the girl see an external counsellor. The school wanted a report stating that the girl was receiving counselling.

SEM described the procedures followed at his school as follows: If bullying is reported or noticed by a teacher, the teacher must take the pupil (victim) to the Head of Discipline. The Head of Discipline will investigate and, if there is evidence of bullying, the parents of the victim and perpetrator are called to the school. The Head of Discipline speaks to the parents and perpetrator about what has occurred. According to SEM, parents are often not aware that their children are bullying other children. At home, the parents are strict, so when they know, the bullying stops. The Head of Discipline also speaks to the parents of the victim and the victim about what has happened. Both the perpetrator and victim receive counselling, which aligns with Protogerou and Fisher (2012:11), naming counselling as a way of preventing further instances of bullying. The interviewee states that usually, the perpetrator stops what he/she is doing once spoken to because the perpetrator knows he/she can receive a verbal warning, written warning or appear before the disciplinary committee.

Learners are suspended on the day the issue is being dealt with and have to return to the school with their parents the following day. If the case seems serious, the child will be suspended for five working days to allow for a thorough investigation. If the case is very serious, the SGB will become involved, and there will be a disciplinary hearing.

As far as punishment is concerned, SEM states that the parents are called in to decide the punishment. They usually decide to call the police. Schools are not allowed to use corporal punishment and teachers cannot even shout at a learner, or

they will be charged. That is why they call the police because, according to the interviewee, bullying is a criminal offence. The children are inclined to listen to the police, as they “are men in uniform”. The aim is to reprimand and rehabilitate to build better citizens for the future. If the child is expelled, “he is being thrown to the streets and will not rehabilitate”, according to the interviewee. However, if a child is found guilty of bullying again after a disciplinary hearing, the school recommends to the GDE that the child should be expelled, as rehabilitation has not proved effective.

According to SEM, in severe cases, after the disciplinary hearing, the school makes recommendations to the GDE, for example, that the child needs to attend programmes to assist him/her in stopping bullying. According to the interviewee, bullying tends to spill over from school to home and bullies end up in jail for bullying women and children. SEM correctly identifies future criminality in perpetrators of bullying as mentioned in Chapter 1 of this study, according to Farrington et al. (cited in UNESCO, 2017d:3) the risk of being an offender in adulthood increased by more than half for bullies. Furthermore, Luukkonen et al. (cited in UNESCO, 2017d:3) found that young adults, in Finland, involved in violent crime, tended to have recorded instances of school bullying on their records.

SFM states that the procedure followed at her school is the following: When a child or teacher reports bullying to the Head of the Discipline team, the victim and the teacher are asked to write reports. If a child reports to a teacher who is not on the discipline team, that teacher must do nothing but report it to the Head of the Discipline Team. The alleged perpetrator is then given a suspension letter – this is done to get the perpetrator’s parents to the school. When the parents come in, the parents and child are interviewed and the discipline teams see if the perpetrator will acknowledge guilt. If the child admits guilt, he/she will receive a seven-day suspension. If need be, the case is referred to the SGB for a disciplinary hearing. The bully and victim are not put together but, if after the seven-day suspension the perpetrator wants to ask forgiveness of the victim, the discipline team asks if the victim wants to sit with the bully so that he/she can ask for forgiveness and, if the victim is willing, a teacher will be present when this meeting occurs. In line with a

proven method of intervening with bullying, noted by Protogerou and Fisher (2012:11), both the victim and perpetrator receive counselling.

When asked about how the school's anti-bullying policy is monitored and evaluated, SFM stated that they look at the events of the past year, they look at the reports and the type of bullying reported. If there is a new form of bullying not covered in the code of conduct, it is added to the code of conduct. However, as discussed when analysing School F's Code of Conduct, bullying is not adequately covered in the Code of Conduct, and the various forms of bullying are not stated.

SGM states that the procedure that is followed is that, when bullying is reported to a teacher, the victim and perpetrator need to write a report. The teacher brings these reports to the relevant grade head (or heads, if in different grades). The learners are interviewed by the head of the grade, who is part of the discipline committee, and, if necessary, parents of the victim and perpetrator are called to the school to address the matter, with the aim of stopping the bullying. Most cases are dealt with internally, but, if the bullying persists, there will be an external hearing chaired by the SGB. Internally, the Representative Council of Learners and staff are told to keep an eye on perpetrators of bullying and are instructed to report the matter to the grade heads. If they notice bullying, they are not to do anything about it themselves.

According to SGM, the school's anti-bullying policy has not been finalised and they do not monitor the strength of the content in the Code of Conduct. He further states that there is not much bullying at the school "so it is not looked at on a daily basis". As mentioned before, I was not supplied with the school's Code of Conduct.

Despite only School C having a detailed anti-bullying policy, all seven participating schools have clear procedures to follow when bullying is witnessed or reported. None of the schools allow the teachers who are not part of their school's Discipline Team to deal with bullying but expect staff to refer the matter to those appointed to maintain discipline in the school. This may encourage teachers to be more proactive about cases of bullying as, according to Irwin et al. (cited in Geary, 2014:9), it is perceived that teachers do not acknowledge incidents of bullying because if they do they will need to respond and are loathe to do so.

Question 4 on the interview schedule reads: *How often is the school's anti-bullying policy revised?*

Anti-bullying policies need to “be evaluated for effectiveness and flexible to necessary adaptations” (Protogerou & Flisher, 2012:17). There should be “an undertaking to evaluate the policy in the near future” (Vira, 2008:5). This indicates that anti-bullying policies must be revised with some regularity.

The Heads of Discipline from Schools A, B, D and G stated that there was no policy specific to bullying. Having analysed School A and D's Codes of Conduct, it is clear that there is not adequate coverage of bullying within the codes. SEM stated that he did not know how often the policy was revised, but could not produce a copy of the policy, as stated previously.

According to SCM, School C revises all policies, including their Anti-Bullying Policy annually. SFM stated that the policy was revised annually, however, the Code of Conduct I received indicated that it had been revised in 2015 and was due for revision in 2017, but was still being used unrevised in 2019.

Annual revision of anti-bullying policies would be adequate as any new or trending forms of bullying can be incorporated in the policy or covered in more detail, if already included in the policy.

Question 5 of the interview schedule is a layered question. 5.1 *Do staff receive training with regards to bullying and their responsibility in this regard?* 5.2 *If so, how often does training take place?* 5.3 *How are staff trained?*

As discussed in Chapter 2, teacher training regarding bullying is necessary as “teachers clearly can play an important role in tackling bullying” (Nicolaidis et al., 2002:106). Sherer and Nickerson (2010:218) also state that staff training is necessary to reduce bullying. “Educators need to understand what constitutes bullying behaviour and know their mandatory reporting responsibilities and duty of care obligations” (Geary, 2014:6). Whitted and Dupper (2005:170) also state that

continuous school-staff training is required to prevent bullying. The Addressing Bullying in Schools workbook (CJCP, 2012:10) also states the necessity for continued staff training to thwart bullying.

SAM stated that staff who do not serve on the School-Based Support Team of School A do not receive training with regards to bullying.

SBM reported that staff do not receive training with regards to bullying at School B.

SCM stated that there is staff training, presented by an external provider, twice a term, but the focus is on whatever is topical, not necessarily bullying. In Term 1, there was a talk on bullying because of a media report of a child who had committed suicide because of bullying. This talk focused on the issue of bullying, what it is, how it comes about and signs of bullying. They sometimes look at how to handle classroom discipline at staff forums because how you handle classroom discipline can also lead to bullying.

The school also trains teachers in pastoral care as a way to identify possible hidden forms of bullying, such as emotional bullying and cyberbullying. In addition, in the morning meetings, topical issues that are occurring at other schools are discussed, which can include bullying, and staff are reminded to ensure they are familiar with the school's anti-bullying policy. When there is a spate of bullying, staff are told to familiarise themselves with the Anti-Bullying Policy once more and to be aware that bullying is taking place. According to SCM, some form of anti-bullying training takes place about twice a term. Training is either provided by external providers at evening staff forums, or internal training takes place in the afternoons or during morning meetings as the need arises.

SDM reported that no staff training has occurred since he has been at the school. He further stated that Heads of Discipline needed training as they did not always know what to do, and he felt that the SGB also needed training, as the SGB holds the disciplinary hearings.

SEM stated that the Discipline Team speaks to the staff about bullying daily, at the morning meeting. No formal training sessions take place.

SFM reported that staff training takes place annually. At the start of each school year, the Discipline Team is allocated time to speak about bullying and discuss the Code of Conduct. If the need arises, then, possibly once a term, the Discipline Team are given time to revise everything, if staff seem not to know what to do. When events occur that may be different to the norm, “like recently the bullying and retaliation is spilling over to outside the school gates”, teachers are told to pass on reports of bullying to the Discipline Team so that it is dealt with and does not lead to retaliation outside the school. The interviewee would like more intense training of staff, though. According to SFM, external training regarding all aspects of bullying was offered previously, but that has not taken place for a few years because of financial constraints.

SGM stated that staff did not receive training regarding bullying at School G, but they are briefed regarding problem learners during morning staff meetings and are advised about the correct action to take.

School C appears to understand the importance of staff training as the training received is frequent and provided in different forums, through external and internal providers. School F dedicates time for an annual training session, and follow-up sessions when required, and understands the value of staff training concerning bullying. It is only due to financial constraints that external providers are not approached for training. Although School E and G do not provide training sessions dedicated to bullying, they do train teachers in some way during morning meetings.

Question 6 of the interview schedule is: *Do the educators in the school know and understand the school’s anti-bullying policy and do they comply with it? Where there is no policy, the interviewee is asked: *Do educators in the school know what is expected if bullying is reported to them or if they notice bullying?**

“The role of classroom staff in anti-bullying work is the practical and day-to-day implementation of the procedures and strategies specified in the school’s anti-

bullying policy” (O’Moore & Minton, 2004:29). In schools without policies relating to bullying, it is equally important that teachers know what is expected of them procedurally when bullying is witnessed or reported to a teacher.

Schools with policies

SCM reported that all staff are given a diary and policy book with all the policies. The interviewee stated that there might be new teachers who are not familiar with the Anti-Bullying Policy. He also conceded that it is comprehensive and may not be read. From SCM’s answer, it is clear that he is unsure of whether teachers know, understand and comply with School C’s Anti-Bullying Policy.

SDM stated that there is no policy. However, I noted that bullying was dealt with briefly in the school’s Code of Conduct. The interviewee does not know if the staff really know what bullying is because some cases that the teachers report are not bullying. According to the interviewee, bullies often report as the victim because they want to defend themselves pre-emptively, but when the Head of Discipline starts questioning the alleged perpetrator, he/she realises that the initial reporter is the actual bully. He is aware of teachers not reporting cases to the Heads of Discipline, and teachers trying to deal with it themselves, but not dealing with the matter correctly. When some cases get to the Heads of Discipline, they realise they were reported months before and not dealt with properly. From SDM’s response, it would appear that he does not believe that staff know what procedures to follow when dealing with bullying.

SEM stated that, although there is no evidence of a policy, staff know the policy and what is expected of them. He reported that it is the teachers who bring cases of bullying to his attention, as he cannot be everywhere.

SFM answered, “yes and no”, some did know, those who have been at the school a long time. According to the interviewee, new teachers have some knowledge, they know how to report bullying, but the interviewee feels they do not have enough information about bullying.

SGM reported that staff know the procedure to follow if bullying is witnessed by them or reported to them. However, there is no evidence of a policy.

School A does not deal with bullying adequately in the school's Code of Conduct, and the document does not state the procedures to follow. SAM believes that staff know to come to her if they suspect bullying or if it is reported to them, or that they can refer the victim to a teacher they know the child trusts. The interviewee feels that some teachers do know what bullying is and what is expected of them, but she believes that some teachers turn a blind eye because they do not want to get involved. This is in line with the view of Irwin et al. (cited in Geary, 2014:9) who state that teachers pretend not to notice because they do not want to deal with the problem.

SBM does not believe that the staff know what is expected of them. There is no anti-bullying policy.

From the responses by SBM, SCM and SDM, it appears that the interviewees are not sure that the teachers know what is expected of them and comply with expected procedures. SEM and SGM believe that the staff at their respective schools know and comply with the expectations regarding dealing with bullying. SAM feels that staff know what is expected but that several staff members do not comply with expectations. SFM believes that teachers know and comply with the expectations but that new teachers do not have enough information on bullying.

Question 7 asks: *How is the SMT able to monitor whether all educators know, understand and comply with the school's anti-bullying policy?* If there is no policy, interviewees were asked: *How is the SMT able to monitor whether all educators know, understand and comply with what is expected of them if bullying is reported to them or they witness bullying?*

O'Moore and Minton (2004:29) argue that teachers must deal with bullying by implementing procedures specified by the school. Therefore, it is important to monitor whether teachers are complying with what is expected of them when it comes to bullying.

SAM stated, “I think so” but was unable to explain how the SMT is able to monitor whether staff know, understand and comply with the procedure to follow with regards to dealing with bullying.

SBM does not believe there is a way for the SMT to monitor staff concerning compliance with procedures to follow when dealing with bullying.

SCM was unable to answer the question.

SDM stated that they have no way of monitoring if teachers know what is expected of them and comply procedurally with regards to dealing with bullying.

SEM stated that the only way they are able to monitor compliance is through considering the fact that there is active reporting in the school as “the majority of teachers at the school are actually reporting what is happening” in and outside the classroom.

SFM reported that the only way they were able to monitor staff compliance is when pupils report bullying directly to a member of the Discipline Team and state that they have reported it to a teacher but the incidents have not been reported to the Discipline Team by the teacher.

SGM also reported that the only way to monitor whether staff are complying is if pupils bring bullying to the Discipline Team’s attention and it is clear that it has been reported to a teacher and nothing has been done about the issue.

It is clear that it is difficult to monitor whether teachers know, understand and comply with either schools’ anti-bullying policies or, where there are none, understand and comply with the procedures to follow when witnessing bullying or when it is reported.

Question 8 is a two-fold question. 8.1 *How many cases of bullying were reported in 2018?* 8.2 *How were these cases dealt with?*

As stated in Chapter 1, Notar et al. (2013) suggest punitive measures for cases of cyberbullying and those that can be included as punishment for bullying in general

are detention, suspension or expulsion. Protoogerou and Fisher (2012:11) state that, among other mechanisms, counselling, enforcement of anti-bullying rules and punishment for those breaking the rules are vital to curbing bullying and creating safe schools.

SAM was unable to indicate how many cases of pupil-on-pupil bullying were reported in 2018 but stated that bullying often occurs but is not reported by the victims because they fear retaliation. This makes sense, as discussed in Chapter 2, a 2016 UN report titled, "Protecting children from bullying", in UNESCO (2017a:21), stated that children chose not to report bullying because of fear of retaliation. The interviewee stated that she dealt with one case of bullying between two Grade 12 boys who were bullying each other by telling them to fight it out in her office, and she would be the referee. They said all they had to say and the problem was solved. The principal deals with cases of physical bullying, for which the perpetrators are suspended.

SBM also stated that the younger learners "are too scared ... to identify the older [perpetrator]". He stated that School B had a problem with older pupils taking money from younger pupils. The interviewee stated that two cases of bullying and one of sexual harassment, which escalated to disciplinary steps, were reported in 2018. These cases were reported directly to SBM and all three cases resulted in seven-day suspensions for the perpetrators.

SCM stated that about 25 cases of bullying were reported in 2018. One case is pending as the SGB has recommended that the perpetrator should be expelled as he/she has been involved in roughly seven cases of bullying. In one case, School C referred the matter to the parents, who decided to deal with the matter privately as the victim and perpetrator were related. The majority of the cases were minor cases, in the early stages of bullying, and both the victims and perpetrators received counselling. The counsellor monitors if there is an improvement in the behaviour of the bully.

SDM stated that about ten cases were reported to the Discipline Team, however, only one case was serious enough to warrant a hearing – a girl was threatening to

stab other learners. The perpetrator was suspended. For the other reported cases, the parents were called in, and the cases were resolved. The bullies did not re-offend. Most of the victims and perpetrators were referred to the school counsellor.

SEM indicated that five serious cases of bullying were reported in 2018. All five cases warranted disciplinary hearings. According to the interviewee, the parents are called in to decide the punishment, and they usually decide to call the police. However, SEM stated during the interview that perpetrators were suspended until their parents came to school to ensure parent involvement.

SFM specified that six cases were reported in the period of a year, from June 2018 to May 2019, when she became the Head of Discipline. One case was cyberbullying, one verbal bullying and the other four cases were physical bullying. In the cyberbullying case, there were death threats, so they worked with the SAPS, showing the police officers the messages on Facebook. School F identified the perpetrator and called him in, with his parents. The perpetrator acknowledged he was responsible. The police spoke to him about the dangers of what he did, that if the child were killed, it would be the perpetrator's fault and he would be arrested. He was suspended for seven days, and he and his parents decided that, at an assembly, he would give a general apology, admitting what he did, the danger his actions and why it was wrong. Since that, there has been no other case of cyberbullying reported. For one case of physical violence, the victim retaliated physically outside the school. Both the victim and perpetrator were suspended for seven days. According to SFM, they "got all the parents to sit around the table so that the matter did not escalate to the point where it included gangs".

SGM stated that four cases of bullying were reported in 2018. In one case, a child's tablet was stolen. The parents of the perpetrator were called to school. There was an internal disciplinary hearing and the perpetrator was suspended for seven days. When he returned to school, he was given detention, and in detention, a member of the discipline team spoke to him about bullying and how it affects the victim and the school in general. This has been the worst punishment for bullying. No case has been serious enough to report to the GDE for expulsion.

Barring School E, which allows parents to determine the punishment, all other participating schools mete out punishment in line with those suggested by Notar et al. (2013). All seven schools use suspension as a form of punishment for bullying. SCM and SDM specifically stated that both victims and perpetrators of bullying receive counselling, which is also a measure suggested by Protogerou and Fisher (2012:11).

Question 9 is: *What is the SMTs stance regarding cyberbullying?*

As stated in Chapter 1, schools in the UK believed “that the responsibility to tackle cyberbullying issues does not lie mainly with them” (Slonje & Smith, 2008:148). It appears that schools are not sure of their responsibility in dealing with cyberbullying as evidenced in an article relating to cyberbullying, where a “posh private school in Johannesburg was caught on the back foot when it tried to mediate a feud [that had transpired on a social media platform] between two 12-year-old girls” (Govender, 2017).

SAM stated that pupils may not have cell phones while at school. All cell phones must be handed in at the office in the morning. The school has not dealt with pupil-on-pupil cyberbullying, and the interviewee could not state the school’s stance on cyberbullying.

SBM indicated that the school does not have an official stance on cyberbullying, but he feels that parents should deal with cyberbullying unless it involves pupils in the school, then the school can get involved.

SCM specified that the school treats cyberbullying in the same way as physical bullying. If a pupil reports cyberbullying and shows the messages as evidence, the school treats it as if it happened on school grounds. It can be tricky because some parents do not want their child to hand over their phone as evidence. Parents of victims have said that it is their phone and they use it for work, they will copy evidence and send it to the school, but they then do not do that. When the school has followed up on such cases in the past, the parents of the victims have indicated

that they have solved the issue with the perpetrators' parents. In such cases, School C asked the parents to make a written submission that they are withdrawing the case. Which they did. The school did approach the police to report a case, but the police said the school needed to keep the phone as proof, as without evidence of wrongdoing, nothing could be done.

SDM stated that cyberbullying did not often happen with the school pupils. However, SDM feels schools should be involved in dealing with cyberbullying. According to the interviewee, School D takes reports of cyberbullying from learners seriously, as cyberbullying can lead to learners committing suicide. Parents are included in dealing with the issue.

SEM indicated that School E does not want pupils to have phones at school to try to curb cyberbullying (but it is not a rule not to have phones at school). They deal with cyberbullying in the same way they deal with other forms of bullying.

SFM stated that there has only been one reported case and the Head of Discipline and Principal dealt with it. They tried to include the parents and the police. The school does not see cyberbullying as the school's problem, but they got the police to come speak to the children about the dangers of cyberbullying. However, the interviewee sees cyberbullying as something the school should deal with, as it is a problem for the school.

SGM reported that the Discipline Team works in conjunction with the parents, as the problems happen at school. Even if the cyberbullying takes place out of school, if the learners involve the school, the school will become involved.

School A and E do not allow pupils to have cell phones on their person during the school day. In this way, they try to avoid cyberbullying taking place during school hours. School E does get involved in cases of cyberbullying if the matter is brought to the Discipline Team's attention. School B does not have an official stance on cyberbullying. School C, D, F and G does deal with issues of cyberbullying, including the parents in dealing with the situation. It is important for schools to deal with cyberbullying in the same manner as other forms of bullying, which includes learners

from the school, as one of the most appalling consequences of bullying is suicide (Smith & Shu, 2000:194; Rigby et al., 2004). This is evidenced in the actions of “a 13-year-old schoolgirl in the north of Pretoria, who committed suicide on Monday morning [18 February, 2019] after a photo she took, went viral on WhatsApp” (Motloung & Tshabalala, 2019). A social worker, Ms Carstens (cited in Motloung & Tshabalala, 2019) claims that the girl had reported the cyberbullying to teachers. The GDE is currently investigating what measures were taken to assist the child. Cyberbully must be viewed as a serious issue and schools must involve themselves in educating pupils about the dangers of cyberbullying and take an active stance against cyberbullying, in both policy documents and management of cyberbullying.

iii) **Interview schedules: Teachers not serving on the SMT**

As part of this study, I aimed to verify the information regarding staff training supplied by the Head of Discipline from each participating school. Furthermore, I wanted to establish whether the teachers interviewed knew, understood and complied with the schools’ anti-bullying policies. I also aimed to ascertain whether the interviewees understand what constitutes bullying and if they are aware of how bullying is dealt with at their respective schools. All teachers, bar Teacher 2 from School G, have taught at the participating schools for over three years. Eight main questions, some with sub-questions, form part of the interview schedule, which was designed for teachers who do not serve on the participating schools’ SMTS and who have taught at schools for over three years. These questions are included as Annexure 5.

I constructed a table, containing the code for each school in column one and each question posed in column two, to analyse the data obtained from the interview process. The data was captured from School A to School G for each question and coded as SAT1, SAT2, SBT1, SBT2, SCT1, SCT2, SDT1, SDT2, SET1, SET2, SFT1, SFT2, SGT1 and SGT2.

Question 1 reads: *How would you define bullying?*

According to Geary (2014:2), children and adults must work together, with wisdom and exceptional insight, to address the rampant bullying schools are facing. This implies that teachers (as adults) need to understand bullying and the importance of eradicating it from schools. To do this, teachers must be able to define bullying correctly. "Bullying is ... cruel and repeated oppression by the powerful over the powerless, without any justification at all. It is gratuitous violence, physical or emotional" (Rigby, 2007:11).

SAT1 defined bullying as "inappropriate and unwelcomed attention from one person to another, be it physical, mental or emotional". He also believes it can be a once-off occurrence. For the most part, his definition is accurate, except for the fact that it can be a once-off occurrence, as bullying is regarded as repeated negative behaviour.

SAT2 described bullying as unfair treatment where the perpetrator looks down on or mistreats the victim. The interviewee stated that bullying can be a once off occurrence, but it usually is repeated acts of bullying. This definition, although not complete, is accurate as it identifies the perpetrator as having the power and unfairly treating or mistreating the victim. Although incorrect in his view that it can be a once-off occurrence, he accurately states that it is repeated behaviour.

SBT1 defined bullying correctly, as "when a learner ... is placed in a position where they feel uncomfortable, feel threatened, maybe physically or emotionally". She also correctly stated that it is "an ongoing thing, [as] it does not happen at one point and stop there".

SBT2 described bullying as follows "If you do something that you don't want to be done to yourself and if you act in a way that is inappropriate". The interviewee specified cyberbullying; physical bullying, "a 'klap' [slap] here or two" and verbal bullying. She also stated that bullying is repeated behaviour. Although SBT2 did not clearly define bullying, she indicated that she has an understanding of bullying by the examples she supplied. She also understands that it is not a once-off event.

SCT1 correctly defined bullying as “an act of being malicious, speaking down on someone. It can be physical, it can be verbal, it can be emotional, but basically when you are of harm to someone and belittle them in some way, shape or form”. The interviewee incorrectly stated that bullying can be a once-off occurrence but correctly stated that it is continuous.

SCT2 supplied an incomplete definition of bullying but was correct in his partial definition as he defined bullying as “any action which is oppressive or any sense of stigma addressed to another person, making the person feel small or [belittled]”. The interviewee also correctly stated that bullying is repeated behaviour as it “is progressive ... and it carries over a period of time”.

SDT1 supplied a comprehensive, accurate definition of bullying, stating “it’s when one learner forces another learner to do something against [his/her] will”. It could be “physical, emotional, spiritual even. It is mostly to the point of intimidation. It’s that whole trying to be superior [to] the other person”. The interviewee also correctly states that bullying is repeated behaviour.

SDT2 identified bullying as “anything that causes harm to a person, whether emotional or physical ...that the person does not consent to” which is mostly an accurate definition, although vague. The interviewee stated that bullying could be a once-off occurrence if the victim stands up to the bully, but otherwise, it is repeated behaviour. This view is correct as, according to Rigby (2007:11), perpetrators prey on the powerless. A child who challenges a bully displays that he/she is not powerless.

SET1 explained that bullying is “when those learners which are ... maybe physically strong” physically bully those “who might look physically weaker than them or they cannot defend themselves”. She also identified emotional bullying and correctly stated that bullying “happens over time, continuously”. The interviewee correctly defined bullying as her answer referred to those with power, exercising their power negatively over those with less power.

SET2 stated that bullying perpetrators “use their powers, physical powers, to overcome the ones with less power [than] them”. The interviewee is partially correct in his definition, but only identified bullying as physical. SET2 also correctly stated that bullying is repeated behaviour unless the bully is stopped.

SFT1 defined bullying as an act against a person that contradicts that person’s beliefs and rights “and things that will make a person uncomfortable”. The interviewee identified cyberbullying, physical bullying and emotional bullying through exclusion. This definition is correct, although incomplete. SFT1 also correctly stated that bullying is repeated behaviour, unless the school intervenes, in which case the bullying stops.

SFT2 described bullying as a child being mocked about their family background or perpetrators “wanting to enforce a certain behaviour on [the victim]” or taking money or a child’s lunchbox by force. This definition is correct as it refers to the powerful forcing their will on the powerless, as defined by Rigby (2007:11). The interviewee incorrectly believes that bullying can be a once-off occurrence and that there does not need to be “a series of same pattern [behaviour] reported over and over again”.

SGT1 defined bullying as a person doing something that offends another person. Although the interviewee’s definition was very vague, she gave an example of cyberbullying, which indicated that she understood that bullying is behaviour that aims to hurt the victim by way of cruel acts and humiliation. SGT1 also understands that bullying is repeated behaviour and not a once-off occurrence.

SGT2 has taught at the school for less than a year, but she was the only staff member, besides SGT1, who was willing to be interviewed for my study. The interviewee stated that “bullying is when other kids are abused emotionally, verbally and physically”. Although vague, her definition identified bullying as abuse, and she was able to name various forms of bullying, which indicates an understanding of bullying. SGT2 also correctly stated that bullying is not a once-off occurrence but was repeated behaviour.

It is clear that all teachers interviewed understand what the term “bullying” means. Ten of the 14 teachers correctly stated that bullying is repeated behaviour, indicating that the majority of the teachers interviewed understand that bullying is not a once-off act.

Question 2 is a multi-faceted question. 2.1 *Has a child or have children reported bullying to you?* 2.2 *Are you aware of a child or children reporting bullying to another staff member?* If the interviewee responded, “yes” to either of the questions, I asked how the interviewee or other staff member responded to the report. If the interviewee replied, “no” to either question, I asked whether the interviewee felt there was a problem with bullying in the school and why the interviewee felt that way.

It is the DBE’s aim that all parties who deal with learners in schools, including teachers, work to create safe schools, where all stakeholders “understand that bullying is unacceptable and harmful” and also know “what role they can play to address [bullying] and [work] to prevent and eradicate it” (CJCP, 2012:2). Therefore, it is important that teachers understand their role and know what procedures to follow when they witness bullying or if bullying is reported to them.

SAT1 indicated that no child has ever reported bullying to him but that he knew of learners who have reported bullying to the Head of Discipline and a teacher on staff “who is close to a lot of the learners” SAT1 indicated that the learners usually knew who to report the matter to for assistance.

SAT2 stated that children have reported bullying to him. The interviewee is the teacher referred to by SAT1 as being “close to a lot of the learners”. SAT2 indicated when bullying was reported to him, he would try to deal with the matter but, if it became apparent that the matter had been dealt with previously, he would report the matter to the relevant HOD or the Deputy Principal. The interviewee is not aware of pupils reporting bullying to other teachers.

SBT1 indicated that no learner had reported bullying to her, and she was also not aware of a learner reporting bullying to another staff member. The interviewee stated that cyberbullying was a problem at the school. However, SBT1 did not believe that bullying was a problem at School B because of how bullying was dealt with, by means of the discipline structure, the school instilling the importance of respect for others within the pupils and external providers addressing pupils regarding bullying.

SBT2 stated that one pupil has reported bullying, which took the form of cyberbullying, to her. The interviewee reported it to the grade tutor, who took the matter further. When asked if SBT2 is aware of pupils reporting bullying to other teachers, she stated that she had overheard, that morning, that a child had reported bullying to the Grade 9 tutor. The interviewee stated that the reporting might be due to learners being more aware of bullying as an external speaker addressed the learners about bullying the week before. SBT2 indicated that she believed there was a problem with bullying at the school, but that the learners were not aware that was bullying but rather saw it as normal behaviour.

SCT1 indicated that one learner reported bullying to her. The interviewee stated that she asked the learner if he/she would be comfortable with the bully being approached. SCT1 referred the victim to the school psychologist and reported the matter to the disciplinary chairperson. The interviewee is also aware of a child reporting bullying to one other teacher. SCT1 believes there is a problem with bullying at the school as there have been several reported cases in 2019 and the Disciplinary Committee asked staff to revisit the anti-bullying policy and stated that they should possibly “get someone to come in and address it”.

SCT2 stated that four or five pupils have reported bullying to him, but indicated that this was in his capacity as grade tutor. The interviewee is aware of pupils reporting bullying to other teachers as these teachers refer the matter to him, as grade tutor.

SDT1 indicated that, before becoming a grade tutor, no child had reported bullying to him. However, since the interviewee became grade tutor, several pupils have reported bullying to him. SDT1 believes this is because learners feel comfortable when going to someone in authority. The interviewee is not aware of pupils reporting

bullying to another teacher. SDT1 believes that bullying is an issue at the school, “from the Matrics down to the juniors, it is pretty hectic”.

SDT2 stated that no child has reported bullying to her, but she was aware of pupils reporting bullying to other teachers. However, the interviewee believed learners were more inclined to report bullying to the school counsellor. SDT2 stated that the teachers to whom bullying was reported referred the matter to the school counsellor and the disciplinary office as “they handle those things”.

SET1 indicated that one girl reported verbal bullying to her. The interviewee spoke to the three boys who were reportedly bullying the girl and explained that the girl did not like what they were saying. SET1 told them to stop, or she would call their parents. The bullying stopped. The interviewee is also aware of pupils reporting bullying to another teacher, but she named the Head of Discipline, not an ordinary teacher.

SET2 stated that several pupils have reported bullying to him, “actually daily”. This does not seem plausible. The interviewee is aware of pupils reporting bullying to other teachers and indicated that learners tend to report to the teacher “who is closer to the victim”. The learners know that the matter will be referred to “the authorities, specifically disciplinary members”.

SFT1 indicated that no learners have reported bullying to him, but he is aware of pupils reporting bullying to teachers, “normally they will go to the register teacher ... or the Discipline Head”. The interviewee stated that victims were often afraid to report bullying so if he notices that a child “has got a problem”, he will “try to find out more” to help the child. SFT1 believes bullying is a problem at School F, but that with strong management bullying can be curbed.

SFT2 stated that learners have reported bullying to him, as he is a grade head for one of the grades. The interviewee referred all cases reported to him to the discipline officer of the school, who in turn reported the matters to the Deputy Principal in charge of discipline. SFT2 is aware of pupils reporting bullying to other teachers,

specifically those they feel more comfortable with due to trust. Teachers refer these reports to the grade heads.

SGT1 indicated that two or three pupils have reported bullying to her and she referred the matters to her HOD and advised the HOD to contact the parents of the alleged perpetrators as this acts as a strong deterrent. The interviewee was not aware of pupils reporting bullying to other teachers.

SGT2 stated that no child has reported bullying to her, and she was not aware of pupils reporting bullying to other teachers. As she has only been at the school for three months, she is not sure if bullying is a problem at School G.

Besides those teachers who serve as grade tutors, the interviewees had very few pupils report bullying to them. This may be because learners prefer to report to those in authority, like grade tutors or discipline team members, as indicated by a few of the interviewees. The majority of interviewees know what procedure needs to be followed if bullying is reported to a staff member. SBT2, SCT1, SDT1 and SFT1 stated that bullying was a problem in their schools. However, I did not ask SAT1, SAT2, SCT2, SDT2, SET1, SET2, SFT2, SGT1 or SGT2 whether they believed bullying was a problem at their respective schools.

Question 3 is a two-part question. 3.1 *Did you receive training with regards to bullying and your responsibility in this regard?* If training was received, the follow-up question was asked. 3.2 *When and how often have you received training?*

These questions were posed to verify the answers supplied by the SMT member in charge of discipline, regarding the training staff received concerning bullying. Teachers need to be trained as “training staff and providing continuous support in the form of group meetings have been shown to enhance teachers’ abilities to handle bullying problems (Alsaker, 2004; Newman-Carlson & Horne, 2004, as cited in Sherer & Nickerson, 2010:218). Moore (cited in Smith & Brain, 2000:6) identifies the importance of staff training if anti-bullying intervention approaches are to be

successful. For anti-bullying strategies to be successful, “teachers need to be well-informed about bullying and confident in dealing with it. Some of this comes from in-service training” (Nicolaidis et al., 2002:106).

SAT1 and SAT2 indicated that they did not receive training regarding bullying at School A, not internally nor from the DBE. SAM stated that only staff member on the School-Based Support Team received training concerning bullying, which is why the interviewees had not received training.

SBT1 indicated that there had been one informational session “on how to handle bullying, should it happen...It wasn’t very detailed. It just covered the basics”. It had taken place recently, after a cyberbullying incident and an external service provider addressed the teachers.

SBT2 stated that she had received no training since she has taught at School B, and she had taught there for 14 years. SBM and SBT2 do not appear to view the session mentioned by SBT1 as staff training regarding bullying as both stated that they are not aware of any staff training about bullying.

SCT1 has taught at School C for three years and has not attended, nor is she aware of any training about bullying taking place at the school. However, SCT2 stated that he is aware of three or four staff training sessions, regarding bullying, in the seven years he has been at the school. SCT2’s account is in line with what was stated by SCM concerning staff training.

SDT1 and SDT2 indicated that they received no training from School D, concerning bullying, however, SDT2’s department attended a course on bullying, hosted by the GDE, in 2018. This aligns with SDM statement that no training, regarding bullying, had been offered by the school.

SET1 and SET2 stated that they did not receive actual training, concerning bullying, but bullying was discussed during staff meetings when there were incidents of bullying. This is in line with what was reported by SEM, who stated that the Discipline Team speak to staff about bullying during staff meetings.

SFT1 indicated that there was a workshop about a year or two ago where they “were told about bullying ... what do you do? The signs of bullying”. The interviewee also stated that they speak about bullying in staff meetings.

SFT2 stated that they received training concerning discipline in general quarterly and bullying was included under discipline. SFM indicated that training, regarding bullying and discipline, took place annually and, if the need arose, the Discipline Team would address the staff at the beginning of each term regarding bullying. SFM also stated that the Discipline Team addresses staff during meetings. This is largely in line with what was reported by SFT1 and SFT2.

SGT1 indicated that she received training once but it was too long ago to remember when it took place. SGT2 had received no training, concerning bullying. This aligns with what was reported by SGM, as he stated that no official training pertaining to bullying takes place at School G.

It is concerning that proper training, concerning bullying is not offered at six of the seven schools. Even at School C, it appears that training is not adequate as SCT1 has received no training regarding bullying, and she has been at the school for over three years.

Question 4 is a multi-faceted question. 4.1 *Do you know what is contained in your school's anti-bullying policy?* 4.2 *Do you understand the policy?* 4.3 *Do you comply with the policy?* If the interviewee responds, “yes”, I ask what procedures need to be followed when a child reports bullying to the respondent or if the respondent identifies possible bullying. If the interviewee responds, “no”, I ask whether the respondent was supplied with the policy and if so, I delve into what the problem may be. If the school has no policy, I ask what procedure is followed when bullying is noticed or reported.

“Educators need to know their mandatory reporting responsibilities and duty of care obligations” (Geary, 2014:6). “Well-managed schools that have clear rules and consequences, fair procedures and involve all members of the school community

(educators ...) and other actors experience lower levels of violence” (CJCP, 2012:3). For educators to be successfully involved in dealing with bullying, they need to know, understand and follow the procedures set out in their school’s Anti-Bullying Policy or Code of Conduct.

SAT1 and SAT2 stated that School A did not have an anti-bullying policy, which is also what SAM had stated. However, as discussed under the section on anti-bullying policies in this chapter, bullying is covered to a limited degree, also in as far as procedures to follow if bullying occurs, under the discipline code. SAT1 explained that bullying falls under disciplinary steps in School A’s Code of Conduct and the procedure to follow when bullying is witnessed or a child reports bullying is that “once the action is reported then the teacher that it’s reported to weighs up its merits. If it validates and warrants further follow-up, then it tends to go to the principal and then he follows up with further disciplinary action if deemed appropriate”.

The interviewee is not aware of what the disciplinary action entails as he is “not aware of any learners who have been disciplined for bullying. This procedure is in accordance with the statement by SAM regarding the procedure, as she also stated that physical bullying was referred to the principal. It is also in accordance with the school’s Code of Conduct as minor transgressions are expected to be dealt with by the teachers and major transgressions are to be dealt with by the deputy principal or principal. SAT2 stated that teachers must report bullying to the deputy principal or principal, which is correct for “serious misconduct” and “very serious misconduct” according to the school’s Code of Conduct.

SBT1 indicated that there was no policy and is not sure how detailed the coverage of bullying is within School B’s Code of Conduct. The interviewee thinks it is a schedule 1 offence, which “would mean that the [perpetrator] would have his/her parents attend a meeting with the principal and, depending on what the situation’s outcome is, that might result in a disciplinary hearing. SBT1 stated that the Code of Conduct was currently being revised by the SGB and SMT, as it was outdated, but that is was easy to understand. SBT2 also stated that the school has a Code of Conduct, but she is not aware of what is contained in the Code of Conduct, regarding

bullying. When asked what procedure needed to be followed if a teacher witnessed bullying or bullying was reported to a teacher, the interviewee stated that they were told in a staff meeting that “you have to address it yourself, then you take it to ... the register teacher, then the matter is referred to the grade tutor, then the grade HOD [Academics]” and lastly it will be referred to the principal. SBT2 indicated that serious matters were referred to the police “because people are committing suicide because of bullying”. The interviewee stated that perpetrators could be suspended, as bullying is a schedule 2 offence. Neither SBT1 nor SBT2 reported procedures to be followed as it was explained by SBM, who stated that the case is investigated by the grade tutor and, if it is found to be severe, it is referred to SBM, the Head of Discipline, who refers the matter to the principal, if serious enough. The punishment ranges from demerits to suspension, after a SGB hearing. I did not receive the school’s Code of Conduct and, therefore, I am unable to verify who is correct. It appears that SBT1 and STB2 do not have a clear understanding of the procedures to follow when dealing with bullying, as they do not know what is contained in the school’s Code of Conduct.

Both SCT1 and SCT2 stated that they knew, understood and complied with what is contained in School C’s Anti-Bullying Policy. SCT1 indicated that the procedure to follow when a child reports bullying to a teacher or a teacher notices bullying is the following, referring to a case she dealt with, she asked the victim if he/she was comfortable with SCT1 approaching the bully. The interviewee referred the victim for counselling, with the school psychologist, to learn affirmation skills, and she reported the matter to the disciplinary chairperson. SCT2 stated that the victim and perpetrator are spoken to separately. Then they are brought together to determine the situation. They are referred to the school psychologist. The parents of both parties are informed of the situation and how it is being dealt with. The most severe punishment the interviewee is aware of is suspension.

SCT1 correctly stated that the matter is reported to the disciplinary chairperson but, according to the SCM, it can be reported to any member of the Disciplinary Committee. SCT2 did not state the procedure to be followed by the teacher. School

C's Anti-Bullying Policy states that teachers are to report "suspected incidents to the appropriate staff member such as Homeroom/Class teacher, Grade Tutor, Deputy Headmaster, School-based support team, School Psychologist or Social Worker who will follow the designated procedures". This was not identified by either SCT1, SCT or SCM. The "designated procedures" are not stated in the Anti-Bullying Policy chapter of the Code of Conduct.

SDT1 and SDT2 stated that the school did not have an anti-bullying policy but that bullying was covered slightly in School D's Code of Conduct in the pupils' homework diary. SDT1 added that the consequences of bullying were covered in the homework diary but that the procedures to follow when bullying was reported or noticed was not stated in the Code of Conduct, in the homework diary. This is correct, as the procedures to follow when reporting are not included in the Code of Conduct. SDT1 indicated that, even though he is a grade tutor, he does not know what the reporting procedures are, but he was able to state the procedures, which are: the pupil reports to a teacher and the teacher reports to the grade tutor. If the grade tutor is unable to deal with the matter, it is referred to the disciplinary team. SDT2 stated that a child will report bullying to the teacher and the teacher will refer the matter to a disciplinary officer. If necessary, the disciplinary officer will remove the perpetrator from the class and the parents will be contacted. There will be a disciplinary hearing. The victim and the bully will probably be referred to the school counsellor. The SGB decides the punishment, which may be suspension or expulsion.

Neither SDT1 nor SDT2 identified the procedures stated by SDM, who indicated that teachers must report to one of the two Heads of Discipline. SDT2 is correct in stating that the parents are contacted, the victim and perpetrator are sent for counselling and that the SGB determines punishment, which may be suspension or referral to the GDE for expulsion as this is also what was stated by SDM. Furthermore, the Code of Conduct states that the Disciplinary Head / Deputy Principal / Principal and the SGB deal with bullying and that the punishment may include suspension or expulsion.

SET1 stated that she had not seen a policy. The interviewee stated that the procedures to follow when bullying is reported to a teacher or noticed by a teacher was that the teacher calls the perpetrator/s and the victim together to discuss the issue. Where necessary, the perpetrator is told to stop the bullying. If it continues, the teacher calls the parents. SET1 believes that once the parents are involved the bullying stops. The interviewee does not know what procedure to follow if she cannot get the bullying to stop.

SET2 indicated that bullying was covered in the Disciplinary Policy, under misconduct, and that he is aware of what is contained in the Disciplinary Policy and what is expected from him according to the policy. The interviewee states that he complies with the policy. However, SET2 could not state what procedures need to be followed by a teacher if a child reports bullying or a teacher suspects bullying. The interviewee stated that the parents are informed, the perpetrator is suspended and the parents are called to a disciplinary hearing before the Discipline Committee. Neither SET1 nor SET2 identified the procedures reported by SEM, who stated that teachers must take the victim to the Head of Discipline, who will investigate the matter, and the perpetrator will face a disciplinary hearing with the SGB, if the matter is serious. It appears that neither SET1 nor SET2 knows the correct procedure to follow when bullying is reported to a teacher. SEM was unable to supply me with a copy of the Disciplinary Policy or Code of Conduct. Therefore, I am unable to measure the answers against an actual policy.

SFT1 and SFT2 indicated that bullying is covered in the School F's Code of Conduct, which appears in the learners' homework diary. Both interviewees stated that they knew what was contained in the Code of Conduct, understood it and complied with it. SFT1 stated that the teacher to whom bullying is reported or who suspects bullying reports the matter to the Discipline Head, who is the Deputy Principal. The interviewee indicated that the parents are called in and the matter is discussed and that some learners are suspended for some time. SFT2 stated that learners could report to the class representative, who will report the issue to the class teacher, who will report the matter to the grade head. In turn, the grade head reports the issue to

the discipline officer. SFT1 correctly stated the procedure as SFM indicated that a teacher must report bullying directly to the Head of Discipline, and the pupil is suspended to get the parents to school to discuss the matter.

The school's Discipline Procedure document indicates that teachers are to report bullying directly to the Discipline Officer, who reports to the Head of Discipline. It further states that the perpetrator is removed from class, the parents are informed, and a "meeting is set up between parents, Discipline officer and [Head of Discipline]". Although SFT1 and SFM were most accurate in their description of the procedure to follow, none of the interviewees were entirely correct, when compared to the Discipline Procedure document.

SGT1 has not seen an anti-bullying policy, and SGT2 does not know if there is one. When asked about the procedure that needs to be followed when bullying is reported to a teacher or suspected by a teacher, SGT1 spoke of what she does. If the interviewee suspects bullying, she will speak to the potential victim to ascertain what is happening. Then SGT1 will speak to the suspected perpetrator. If the case warrants it, the interviewee will report the matter to the grade head, who will pursue the matter further. It could reach a disciplinary hearing with the SGB and teachers. SGT2 does not know the procedures to follow but stated that she would report the matter to someone on the SMT.

Neither SGT1 nor SGT2 were able to state the procedures stipulated by SGM, who stated that the teacher to whom bullying is reported or who suspects bullying needs to get the victim and perpetrator to write a report. The teacher then needs to take the reports to the relevant grade head, who will interview the learners and take the matter further, if need be. As I was not supplied with a Code of Conduct by SGM, I am unable to test the various procedures mentioned against the policy.

There is cause for concern as only SAT1 and SAT2 accurately stated the procedures to be followed by teachers when bullying was brought to their attention. SCT1 and SFT1 supplied partially accurate procedures to follow, and the other ten interviewees were inaccurate in their description of the procedures to follow. This

can lead to a lack of reporting by learners as the majority of the teacher interviewed would not follow the correct procedure when dealing with reports of bullying.

Question 5 is a two-fold question. 5.1 *Are you aware of how many cases of bullying were reported in 2018?* If the interviewee is aware, then a follow-up question is asked. 5.2 *How were these cases dealt with?*

As part of my research, I wanted to establish whether teachers not serving on the SMT were aware of the cases of bullying that were reported and how these issues were dealt with.

SCT2, who is a member of School C's discipline team, only knew of the cases reported to him, which totalled four or five. SFT2 stated that he could not supply an accurate figure but estimated roughly eight cases. This is in line with SFM's report of six cases in a year. None of the other interviewees knew how many cases of bullying were reported.

Despite the majority of interviewees not knowing how many cases of bullying were reported in 2018, a number of the interviewees could state how certain reported cases were dealt with.

SAT2 stated that parents were called in and, if there was a hearing, apologies were made. The interviewee further stated that in one case, where a parent made a case, the matter was settled through discussions. SAM did not mention any of these measures when she was asked how reported cases of bullying were dealt with.

SBT1 and SBT2 both indicated that in the reported case of cyberbullying, the parents were called in, the SGB was involved, and disciplinary action was taken. The perpetrator had to apologise and remove all information from social media. SBM did not mention the cyberbullying case when asked about the cases of bullying reported in 2018, but spoke of three other cases. SBT1 and SBT2 were not aware of the cases discussed by SBM.

SCT1 stated that she is unsure of how reported cases are dealt with but thinks that the parents of the victim and perpetrator is called in, the perpetrators receive detention and stated that there are various levels of punishment, but she could not give examples of the types of punishment.

SDT1, SDT2, SET1, SET2, SGT1 and SGT2 did not know how the cases reported in 2018 were dealt with.

SFT1 stated that the parents were called in, and the matter was discussed. The interviewee further stated that some learners were suspended for a period of time.

SFT2 stated that one case involved the police as the perpetrator brought an axe to school. The victim reported that he was being bullied to a teacher, and his parents opened a case with the police. SFM did not refer to the case mentioned by SFT2, but this may be because it was an isolated incident and therefore, not bullying. SFT1's account of how the reported cases were dealt with aligns with what SFM stated as SFM reported the parents being called in and the perpetrators being suspended in the cases reported in 2018.

It is clear that although a few of the interviewees knew how one or more cases were dealt with, the majority did not know how reported cases of bullying were dealt with. Those that did know did not have knowledge of how all reported cases were dealt with. This is possibly due to the SMT wanting to protect the privacy of the perpetrators and victims. I believe it is important for teachers to know how cases are dealt with so that they can see that bullying is taken seriously at the participating schools; names can be withheld to protect the learners.

Question 6 asks: *How often is the school's anti-bullying policy revised?*

The DBE expects schools to “review and revise policies and interventions regularly to ensure that they are effective and ... stay relevant to the school and its learners” (CJCP, 2012:10). “The main elements typically included in a school anti-bullying policy ... [include] an undertaking to evaluate the policy in the near future” (Vira,

2008:5). Rigby (2007:144) and Lee (2004:59) also state that anti-bullying policies need to include undertakings to review the policies. It is important for schools to revise their policies, regarding bullying with some regularity.

This question was posed to establish whether teachers not serving on the SMT know how often the school's Anti-Bullying Policy or Code of Conduct was revised and to test if the answers were the same as those supplied by the Heads of Discipline from each participating school.

SAT1 and SAT2 stated that there was no policy, and did not make reference to School A's Code of Conduct nor state how often it was revised. SAM also stated that there was no policy and did not refer to the Code of Conduct in her answer either.

SBT1 explained that the Code of Conduct was currently being revised and that it had not been revised since she started teaching at the school eight years ago. SBT2 stated that she did not think the Code of Conduct had been revised in the 14 years she had been at the school and she was not aware that it was currently being revised. SBM stated that there was no policy and that the Code of Conduct had not been revised in the four years he had been at the school and he was also not aware of the policy being amended currently. SBM should be aware of the policy being revised if this was the case, as he is the Head of Discipline at School B. It, therefore, appears that the Code of Conduct is not currently being revised and that it has not been revised in over 14 years.

SCT1 initially stated that the anti-bullying policy had been revised in 2018, but later stated that she thinks it had not been revised in four years, and definitely not since she arrived three years ago. SCT2 stated that it was revised annually if the need arose. SCM stated that the anti-bullying policy was last revised in 2018 and that all policies are revised annually. It would appear the Anti-Bullying Policy is revised annually and possibly SCT1 was mistaken, in her second account, when stating that it had not been revised in four years as she was not involved in the process before 2019.

SDT1 stated that the Code of Conduct was revised in 2017, to include cyberbullying. SDT2 was not aware of how often the Code of Conduct was revised but correctly identified the need for revision annually, as she stated that children change every year. SDM stated that there was no policy and did not state how often the Code of Conduct was revised.

SET1 indicated that she did not know how often the policy was revised, and SET2 stated that School E does not review the Discipline Policy frequently. SEM was unable to state how often the policy was revised. Therefore, it appears that the Discipline Policy is not revised regularly. SEM was also unable to supply evidence of such a policy.

SFT1 stated that the Code of Conduct was revised every three years. SFT2 indicated that he did not know but that the discipline system is revised annually. SFM stated that the Code of Conduct was revised annually. The Code of Conduct indicated that it had been accepted into policy in 2015 and was to be revised in 2017; however, it was still the policy in use in 2019. If the latest policy document is to be believed, the policy should be revised every two years but has not been revised since 2015.

SGT1 and SGT2 did not know how often the policy was revised. SGM indicated that there was no policy but that lawyers, appointed by School G at the time of the interviews, were redoing policies. I was not furnished with a Code of Conduct, and it appears that, if there is a Code of Conduct, it is not revised often.

With the exception of School C, it does not appear that policies regarding bullying are reviewed with any regularity. This is problematic as the participating schools do not stay abreast with the latest trends in bullying or identify weak areas in their policies that need attention. It is important to note that only School C possesses an anti-bullying policy that complies adequately with the requirements of a sound anti-bullying policy.

Question 7 reads: *Do you know what procedures were followed when your school's anti-bullying policy was either compiled or revised?*

This question was posed to ascertain staff not serving on the SMT's knowledge of revision of anti-bullying policies and to test this against what was reported by the heads of discipline from each participating school.

SAT1 and SAT2 stated that there was no policy, which echoed the response by SAM.

SBT1 and SBT2 indicated that the policy had not been revised but SBT1 stated that the SGB, SMT and Principal were currently revising it. The SBM reported that the policy had not been revised and did not mention it being revised currently.

SCT1 indicated that the Anti-Bullying Policy was to be revised soon and that she, as a school counsellor, together with the school psychologist and disciplinary chairperson, would be revising the policy. SCT2 stated that the Discipline Committee, Principal, SGB members and student representatives revised the policy. Neither SCT1 nor SCT2 mentioned the procedures followed when revising the policy but named the participants. They did not name the same participants. This is also not what was reported by SCM, who stated that teachers provide input and the Discipline Committee considers what is happening currently by studying what is reported in the media regarding bullying, when revising the anti-bullying policy. There appears to be a lack of clarity concerning the procedures followed when revising the policy.

SDT1, SDT2, SET1, SET2, SGT1 and SGT2 do not know what procedures were followed when their respective school's Code of Conduct was compiled or what procedures are followed when they are revised. None of these interviewees knew of the policy being revised as discussed under question 6.

According to SFT1, the SGB subcommittees revise policies every three years, because that is the length of the term of service. The interviewee stated that staff and student representatives, on behalf of the learners, are invited to put forward suggested amendments. SFT2 indicated that the Discipline Team and SMT meet

annually to review the discipline system. Their recommendations are communicated to staff at a staff meeting, and the staff then give their input. Once there is agreement regarding the changes, it is minuted at the staff meeting. SFT1 is partly correct as SFM reported that the policy is revised by the SGB after SFM and the discipline officer have revised the policy. SFM made no mention of the procedure reported by SFT2. There are inconsistencies in the accounts, and they cannot be tested against what is known about the Code of Conduct as it has not been revised since 2015.

It would appear that, where policies are reviewed, teachers are not aware of the procedures that are followed when the revision takes place. However, as discussed under question 6, it appears that the majority of the participating schools' codes of conduct are not revised regularly and, therefore teachers will not be aware of the procedures followed when revising anti-bullying policies or codes of conduct.

Question 8 is a two-fold question. 8.1 *What is your interpretation of cyberbullying?* 8.2 *What is the school's stance on cyberbullying?*

Cyberbullying is defined as “an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly and over time against a victim who cannot easily defend him or herself” (Smith et al., 2008:376). Victims of cyberbullying face various social and academic problems. These “range from withdrawal from school activities, school absence, and school failure, to eating disorders, substance abuse, depression and even suicide” (Notar et al., 2013:133). Cyberbullying is a serious issue and a form of bullying that teachers should take seriously. I included the questions on cyberbullying to ascertain how seriously the interviewed teachers from the participating schools take cyberbullying and whether they are aware of their respective school's stance on bullying.

SAT1 correctly defined cyberbullying as “the same inappropriate and unwarranted attention [as face-to-face bullying], be it verbal, mental, emotional, with the use of a cyber-device, usually a cell phone, tablet, internet, social media, along those lines”.

SAT2 defined cyberbullying as “peers misusing, mistreating, bullying learners” using the internet, which is partially correct.

SBT1 views cyberbullying as being the same as other forms of bullying, where “anything that is posted on social media, whether it’s a picture or a comment or anything kind of offending someone else”. This definition is partly correct.

SBT2 could identify the platforms where cyberbullying take place, stating “it’s mainly on the WhatsApp groups or Facebook or Instagram”. However, the interviewee did not define cyberbullying.

SCT1 stated that cyberbullying was “the sharing of explicit photos, sexual abuse acts or even emotional abuse ... where they body slam people ... it’s on a social media platform but is still the same type of bullying”. Although not a complete definition, SCT1 is correct in her description of the forms cyberbullying take.

SCT2 indicated, “cyberbullying is anything which happens on the web, social media, your Instagram, Facebooks and WhatsApp... Anything nasty that a person would say which is deemed as bullying”. This definition is also partly correct.

SDT1 defined cyberbullying as “defamation of character. If somebody spreads lies about you on social media or they make a post about you on social media or they leak pictures and that kind of thing”. This is a comprehensive definition. The interviewee stated that he does not “entirely believe in social media or cyberbullying because it’s quite easy to avoid it. You just shut off your computer, or you just cancel your account”. This view is troubling as cyberbullying can have serious effects, one being suicide. As a grade tutor who is mandated to deal with bullying, SDT1 needs to take cyberbullying seriously. The interviewee did concede that shutting down an account is not something a teenager would do.

SDT2 stated that children would bully other children in the class “over Facebook or Instagram or via WhatsApp... They hurt the child emotionally”. The interviewee added that it could be messages “between people or [something] posted somewhere”. SDT2 accurately describes cyberbullying.

SET1 indicated that cyberbullying took place on social media. “It could be one’s picture posted on social media, and maybe the person was in a compromising position ... or a certain comment” that is hurtful. The interviewee added that this might affect the victim’s self-esteem. This is an accurate description of cyberbullying.

SET2 could not define cyberbullying.

SFT1 did not identify the platforms where cyberbullying takes place, but he stated that it made learners feel uncomfortable, fearful, excluded and affected learners’ willingness to learn. The interviewee could have been describing the effects of any form of bullying, as he made no mention of social media or cyberspace. SFT1 did not appear to understand what constitutes cyberbullying.

SFT2 identified cyberbullying as taking place in “a digital space ... using cell phones ... on social media” but he did not define cyberbullying.

SGT1 stated that cyberbullying included “sending funny messages on the cell phone ... maybe showing pictures of my figure [body shaming]”. This is a partially correct definition of cyberbullying.

SGT2 identified cyberbullying as using the internet and social media “to hurt someone’s feelings ... or making fun of other people on social media”. Although brief, this definition of cyberbullying is accurate.

SET2 and SFT1 did not appear to understand what cyberbullying was, but the other 12 participants indicated, through their answers, that they have a good understanding of what constitutes cyberbullying. This is a positive sign as cyberbullying is becoming a serious issue amongst children and needs to be dealt with appropriately. As early as 2005, it was reported “research stated more than 42% of students report online bullying” (Keith & Martin, as cited in Tettegah et al., 2006:19).

SAT1 stated that School A had no official stance on cyberbullying as cell phones and other electronic devices are not meant to be in the learners’ possession while

they are at school. SAT2 indicated that the school views cyberbullying as the parents' responsibility as the school policy states the learners may not have cell phones at school. He has no knowledge of there being an incident of cyberbullying between pupils and therefore no knowledge of the school dealing with cyberbullying. This is in line with SAM's response to this question, as she stated that cell phones are not allowed at school, and she was not aware of the school dealing with a case of cyberbullying. However, SAM did add that the school would become involved if parents reported cyberbullying.

SBT1 and SBT2 indicated that School B does involve itself in cases of cyberbullying, if the perpetrator and victim are pupils of the school. They both stated that the parents are also included in dealing with the matter. This is not what was reported by SBM, who stated that there was no official stance but he felt that the school should become involved, if the case involved pupils from School B. It is possible that SBT1 and SBT2 assumed that this was the school's stance, as it seems to be a logical view, as portrayed by SBM's view on the matter.

SCT1 does not know what School C's stance is but thinks the school will become involved if the cyberbullying takes place at school. SCT2 stated that the school takes cyberbullying very seriously and involves the parents in dealing with the issue. SCM reported that the school treats cyberbullying in the same way it treats other forms of bullying. SCT2's account and SCT1's assumption are accurate.

Both SDT1 and SDT2 indicated that, if the cyberbullying is between learners in the school, the school intervened. They are correct, as SDM stated that the school takes reports of cyberbullying seriously and intervenes in such cases.

SET1 stated that she did not think the school focused much on cyberbullying. SET2 stated that the school would only become involved if the cyberbullying happened at school. Neither answer is in line with what was reported by SEM, who stated that the school tries to curb cyberbullying by encouraging pupils not to bring phones to school but that School E deals with cyberbullying in the same way it deals with other forms of bullying.

SFT1 does not appear to know what constitutes cyberbullying and could not answer the question. SFT2 believes that the school sees it “as something outside the school”. SFT2 is correct as SFM reported that the school does not see cyberbullying as the school’s problem.

SGT1 does not know what the school’s stance is, but she feels that the parents should deal with cyberbullying. SGT2 also does not know what the school’s stance is on cyberbullying. According to SGM, School G does view cyberbullying as an offence the school needs to deal with if a pupil reports the matter to the school.

SAT1 and SAT2 correctly stated that School A tries to prevent cyberbullying by not allowing electronic devices at school but were incorrect in stating that the school does not become involved because the school will become involved if parents report cyberbullying to school officials. SET1 and SET2 were also not aware of the fact that School E involved itself in dealing with cyberbullying. SGT1 and SGT2 did not know what the school’s stance was, but the school does view cyberbullying as a matter in which the school needs to intervene. SBT1 and SBT2 incorrectly believed that School B has an official stance on cyberbullying, involving itself in cases of cyberbullying, which appears not to be the case according to SBM. SFT2 was correct in stating that School F does not view cyberbullying as the school’s problem. SCT1 correctly perceived the school’s stance on cyberbullying and SCT2, SDT1 and SDT2 knew that their respective schools involve themselves in dealing with cyberbullying.

It is concerning that School B has no official stance on cyberbullying and that School F does not view cyberbullying as a form of bullying it should have to deal with as, according to Notar et al. (2013:133) cyberbullying can lead to absence from school, failing at school and suicide. It is also worrying that SAT1, SAT2, SBT1, SBT2, SET1, SET2, SGT1 and SGT2 did not know what their respective schools’ stance is, regarding cyberbullying as this may lead to said teachers not responding appropriately to cyberbullying as they do not know what the school’s stance is when cyberbullying occurs.

5.4 SUMMARY

This chapter begins with an introduction, which restates the main research question and sub-questions stated in Chapter 1. It also discusses the data collection methods. Reference is made to Chapter 2 and Chapter 3, drawing on the literature review, linking the literature to the analysis and interpretation in this study. The theoretical framework, found in Chapter 3, which draws on the work of John Rawls, is also referenced in the introduction. Reference is made to the research methodology, discussed in detail in Chapter 4, which refers to the manner in which data is collected and analysed. This is linked to Chapter 5, which analyses and interprets the data.

Next, the research process was examined, beginning with the initial selection of schools for the study, permission being granted by the GDE and the change in focus for selecting schools. The pilot process was discussed and the approval process from prospective schools was explained. Challenges that were experienced were discussed in this section.

The data analysis section of this chapter includes the biographical information of the participating schools and the interview participants. It also includes the data collection methods, including the collection of policies and measurement against the measurement tool, designed by me, and a discussion of the two interview schedules, one for the SMT member in charge of discipline and one for the teachers, not serving on the SMT, who had served the school for over three years.

The analysis and data interpretation portion of this chapter examines the anti-bullying policies of the participating schools. It also analyses and interprets the interview schedules of the SMT members in charge of discipline and the interview schedules for the teachers not serving on the schools' SMTs, from the participating schools. This is followed by this section, which summarises the chapter and the concluding remarks for the chapter.

5.5 CONCLUDING REMARKS

The initial findings, that will be discussed in detail in Chapter 6 of this study, point to the majority of the participating schools not complying with the DBE's mandate "to create a school environment where everyone understands that bullying is unacceptable and harmful, knows what role they can play to address it and works to prevent and eradicate it" (CJCP, 2012:2). This is because, bar School C, the participating schools do not cover bullying adequately in their codes of conduct, with three schools being unable to supply me with a copy of the Code of Conduct or Discipline Policy. Five of the seven SMT participants had no knowledge of the DBE's *Addressing Bullying in Schools* workbook. Two of the seven SMT participants said they knew about the workbook but could not supply details of the content. The majority of the participating schools are not training their staff adequately, regarding bullying, and ten of the 14 interviewed teachers could not identify the correct procedures to follow if a child reported bullying to a teacher or if a teacher suspected bullying. Six of the seven Heads of Discipline correctly defined bullying, as did the 14 teachers interviewed, with only four teachers stating that bullying could be a once-off occurrence when it is repeated behaviour.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

As stated in Chapter 1, the research aim of this study was to explore the experiences of School Management Teams (SMTs) in implementing and managing anti-bullying policies in public schools. The objectives of the study were to explore how SMTs are implementing and managing anti-bullying policies and whether, and to what extent, SMTs are using the workbook *Addressing Bullying in Schools* when compiling or adapting their anti-bullying policies. This study also aimed to explore to what extent the schools' anti-bullying policies are consistent with the guidelines as set out by the DBE in the *Addressing Bullying in Schools* workbook. Two further aims of the study were to determine what training teachers are receiving to enable them to understand, identify and deal with bullying appropriately and how knowledgeable teachers are regarding bullying and the schools' anti-bullying policies and procedures.

In the literature review, Chapter 2 of this study, bullying is defined as “repeated exposure to aggressive behaviour from peers with the intent to inflict injury or discomfort. It can include physical violence, verbal abuse and the intent to cause psychological harm through humiliation or exclusion” (UNESCO, 2017d:1). There are various forms of bullying. The *Addressing Bullying in Schools* workbook (2012) compiled by the CJCP and endorsed by the DBE identifies the forms of bullying as: physical, sexual, verbal, non-verbal and social. These are in line with those identified by UNESCO (2017a), Sampson (2009), Rigby (2007), Ferguson et al. (2007), Tettegah et al. (2006), Whitted and Dupper (2005) and O'Moore and McGuire (2001). UNESCO (2017a:9) identifies cyberbullying as a problem that is growing.

As stated in Chapter 3, anti-bullying policies have become obligatory in many countries worldwide, in the 21st Century. According to Geary (2014:5), anti-bullying policies are in place in each state and territory in Australia. Furthermore, it is a requirement that bullying must be addressed through policy at all schools. UNESCO

(2017a:10) indicates the need for school policies that aim to ensure the safety of all learners. According to the CJCP (2012), in South Africa, the DBE instructs all schools to take a whole-school approach to bullying. This includes each school developing an anti-bullying policy, directed at the unique needs of the school.

Bullying is cruel and can have lasting harmful effects (Rigby, 2003; Whitted & Dupper, 2005; Vira, 2008; Sampson, 2009; Boyes, Bowes et al., 2014; UNESCO, 2017d; UNESCO, 2017a).

As stated in Chapter 2, school violence, which includes bullying, is a universal predicament that is a major focus of concern. “It is a challenge in all countries, and global efforts are required to address the issue” (Joon Sik Lee, as cited in UNESCO, 2017c:2-3).

UNESCO (2017a:10-11) identifies several global challenges to successfully dealing with bullying in schools. This study focuses on the following challenges:

- *Either a lack of policy and legislation or insubstantial implementation of existing policy and legislation to protect the youth from violence, including bullying.*
- *Limited training of all school staff in identifying and dealing with bullying.*
- *Limited input from the youth when planning and implementing intervention methods to prevent bullying.*
- *Inadequate evidence base. There are insufficient examples of good practice, not many evaluations of intervention programmes or responses to bullying and insufficient evidence of effective strategies to counter bullying in different contexts”. (UNESCO, 2017a:10-11)*

Furthermore, the literature review, Chapter 2, speaks to the need for teacher training, regarding bullying. According to the CJCP (2012:2), educators should not accept bullying. Vira (2008:3) also finds that deliberate indifference to bullying is the worst response a school can give. According to UNESCO (2017a:38), school staff need to be trained to understand bullying and school violence as well as their

underlying causes so that they will be able to recognise bullying, respond to it appropriately and prevent bullying.

When considering anti-bullying policies, the literature review, Section 3.4, points to the fact that “all members of the school community should participate in the decision-making process for developing policies” (Orpinas & Horne, 2009:51). The policy needs to be a “written document [clearly defining] bullying, what steps will be taken if it occurs, who will be informed, what records will be kept; and how the effectiveness of the policy will be monitored” (Smith, 1997:195). According to Smith (1997:95) and Sampson (2009:19), the policy should be easy to understand and give clear guidelines for pupils, parents and staff regarding how to prevent and/or deal with incidents of bullying. According to UNESCO (2017a:37), anti-bullying policies must identify the responsibilities of teachers and give clear guidance on how to prevent bullying and violence as well as actions required when intervening in instances of bullying and violence.

Chapter 5 of this study found that one (School C) of the seven participating schools complies adequately with the DBE’s mandate for schools to develop and review anti-bullying policies, which may be contained in schools’ codes of conduct. School C also revises its policy annually. Three of the participating schools address bullying in their codes of conduct but do not address bullying adequately and do not comply with the requirements of a sound anti-bullying policy. Three of the participating schools did not supply me with any documentation pertaining to policy regarding bullying, despite numerous attempts by me to obtain these documents. Despite one other Head of Discipline stating that the Code of Conduct was revised annually, the Code of Conduct did not verify his statement. Therefore, six of the participating schools do not revise their Code of Conduct regularly.

Staff at five of the participating schools did not receive formal training, regarding bullying. However, the Heads of Discipline from two of the five schools indicated that staff were briefed about bullying during staff meetings, as the need arose. Staff at School C receive internal and external training, concerning bullying. School F receives annual training, at the start of each school year, from the Discipline Team,

regarding bullying. However, six of the seven Heads of Discipline and all 14 teachers interviewed could correctly define bullying and only two of the teachers could not define cyberbullying. This indicates that all interview participants, bar one Head of discipline, understand what constitutes bullying. Conversely, ten of the 14 teachers interviewed could not correctly explain the procedure to follow if a child reported bullying to a teacher or if a teacher suspected bullying. Two of the 14 were partially correct in describing the procedures to follow, and two were completely correct.

This chapter refers to the research aims and objectives, literature review findings pertaining to this study and the empirical research findings in the introduction of Chapter 6. It supplies a summary of the research findings, research conclusions, recommendations, avenues for further research, limitations of the study, and concluding remarks.

6.2 SUMMARY OF RESEARCH FINDINGS

As stated in Chapter 2, according to the Minister of Education in the Republic of Korea, Joon Sik Lee (UNESCO, 2017c:2) global efforts are needed to address bullying in schools and school violence, as these are issues that pose a challenge in all countries. According to Rigby (2007:15), one of the most persuasive definitions of bullying is that of an English criminologist, D.P. Farrington, who defined bullying as “repeated oppression, psychological or physical, of a less powerful person by a more powerful person”. The Head of Discipline at School A (SAM) did not correctly define bullying but rather referred to peer pressure when trying to define bullying. SCM incorrectly stated that bullying could be a once-off occurrence, but, besides SAM, all Heads of Discipline correctly defined bullying. SAT1, SAT2, SCT1 and SFT2 incorrectly stated that bullying could be a once-off occurrence. All teachers interviewed indicated that they understand what constitutes bullying through their definitions of bullying, although some were incomplete.

UNESCO (2017d:2) argues that bullying causes lasting damage for victims and perpetrators. In the majority of cases “children and adolescents who experience bullying ... tend to experience depression, loneliness, anxiety, low self-esteem and other forms of distress” (UNESCO, 2017d:2). Rigby and Slee (as cited in Rigby,

2007:50), also cited absenteeism, educational consequences, health issues and suicide as possible consequences of bullying. A number of the Heads of Discipline and teachers interviewed, identified the importance of dealing with bullying, citing a number of consequences of bullying, such as absenteeism from school, self-esteem issues, bringing weapons to school for defence and suicide.

O'Moore, (cited in Smith and Brain, 2000:6) points out that teachers need to be trained, regarding bullying. Teacher training regarding bullying is vital as "teachers clearly can play an important role in tackling bullying" (Nicolaides et al., 2002:106). Sherer and Nickerson (2010:218) also state that staff training is essential to diminish bullying. "Educators need to understand what constitutes bullying behaviour and know their mandatory reporting responsibilities and duty of care obligations" (Geary, 2014:6). Yoon and Kerber (2003:28) argue that the training of teachers is important as teachers need to be completely aware of the effect bullying can have on victims as well as the seriousness of bullying as, without training, teachers are unlikely to intervene effectively when bullying occurs. Whitted and Dupper (2005:170) also find that ongoing school staff training is necessary to prevent bullying. The *Addressing Bullying in Schools* workbook (CJCP, 2012:10) identifies the need for ongoing staff training to prevent bullying.

Formal teacher training, concerning bullying, was not taking place at five of the seven participating schools, with only School C providing training via internal and external service providers. School F provides annual training, at the start of each school year, with additional sessions if the need arises. This training is internally provided, as there have not been funds to procure external providers, according to SFM. School E and G do not provide formal training sessions, regarding bullying but do address bullying in morning meetings, as the need arises.

The UNESCO report (2017a:37) highlights the need for school policies to identify the responsibilities of school staff and the procedures to follow in order to intervene in or prevent bullying or violence. O'Moore and Minton (2004:11) find that School Management Teams should collaborate with staff, pupils and parents when drafting or reviewing anti-bullying policies. Banks (1997:4) suggests that a questionnaire

should be distributed to learners and adults before initiating an intervention programme (which includes drafting or revising an anti-bullying policy) as the responses to the questionnaire will identify the nature and extent of the problem, prior to intervention.

The policy needs to be a “written document [clearly defining] bullying, what steps will be taken if it occurs, who will be informed, what records will be kept; and how the effectiveness of the policy will be monitored” (Smith, 1997:195). Smith (1997:95) and Sampson (2009:19) suggest that the policy should be easy to understand and give clear guidelines for pupils, parents and staff regarding how to prevent and/or deal with incidents of bullying. “Policy-making, in itself, is not sufficient and school managers need to ensure that policy implementation is constantly under review to ascertain effectiveness” (Geary, 2014:9).

School C dedicates a section of its Code of Conduct, Chapter 36, to an anti-bullying policy. The anti-bullying policy supplies a statement of intent, defines bullying, names and explains the various forms of bullying, the importance of dealing with bullying, and the procedures staff should follow if they suspect bullying and offers advice to parents. However, it does not state the rights and responsibilities of the learners, and it does not state the possible consequences for learners found guilty of bullying.

Although School A, D and F cover bullying in their codes of conduct, it is inadequately covered as bullying is not defined; all forms of bullying are not named and explained; the rights and responsibilities of learners, pertaining to bullying, are not stated and teachers’ responsibilities are not stated. The procedures to be followed if bullying is reported or suspected is also not stated. Schools B, E and G did not supply me with any documentation pertaining to bullying, despite numerous requests for the Code of Conduct or Discipline Policy. From the interviews with the Heads of Discipline and the teachers from Schools B, E and G, it did not appear that bullying was covered in any policy.

SCM indicated that teachers and parents are consulted prior to revising the school’s anti-bullying policy. SFM stated that staff, student representatives and members of

the SGB give input when the code of conduct is revised. None of the schools used the DBE's Educator and Learner Surveys when revising their policies. However, as only School C has an adequate anti-bullying policy, learner and teacher input cannot take place as part of a review of policy, as there is no anti-bullying policy at six of the seven participating schools.

Punitive measures for bullying suggested by Notar et al. (2013:137) include detention, suspension and expulsion. The schools participating in this study use demerits, detention, suspension and referral for expulsion as punitive measures for bullying. School E allows parents to decide the punishment, as schools may not administer corporal punishment, according to SEM. This is not educationally sound and the DBE sets specific guidelines for punitive measures that may be enforced by schools.

In the schools where bullying is covered in the Code of Conduct or Discipline Policy, the teacher interviewees indicated that the policy was clear and easy to understand. However, as bullying is not adequately dealt with in the codes of conduct, ten of the 14 teachers could not accurately state the procedures to follow when bullying was suspected or reported to a teacher.

Of the seven participating schools, six do not comply with the DBE's requirements, regarding anti-bullying policies. Five of the seven participating schools do not offer sufficient training concerning bullying and teachers from five of the seven schools do not know the procedure to be followed by a teacher when he/she suspects bullying, or it is reported to him/her.

6.3 RESEARCH CONCLUSIONS

The central and leading research question of this study is:

What are the experiences of School Management Teams [SMTs] in implementing and managing anti-bullying policies in public schools?

This study found that one of the seven participating schools could provide evidence of an adequate anti-bullying policy that meets most of the requirements of a sound anti-bullying policy. This school, School C, has a portion of its Code of Conduct

dedicated to its anti-bullying policy. School C revises its anti-bullying policy annually, and consults teachers and parents and studies current bullying trends reported in the media before the revision. School C considers the relevance and attainability of portions of the current policy and addresses any new trends that may not be covered in the current policy. Learners are not consulted as part of the review process.

Although SFM stated that School F revised its Code of Conduct annually, and made additions when new trends in bullying appeared, there is no evidence of the Code of Conduct having been revised since 2015. SFM and SFT1 indicated that staff and student representatives are consulted when the Code of Conduct is revised. Bullying is only referred to once in the Discipline Procedure document and once in the Code of Conduct. School F does not cover bullying, in any policy, effectively. There is no anti-bullying policy and bullying is not adequately covered in the Code of Conduct. There is not a section of the Code of Conduct dedicated to bullying.

School A and D mention bullying in their respective codes of conduct, but neither school has an anti-bullying policy and bullying is not dealt with adequately in either schools' Code of Conduct. Neither School A nor D revises their Code of Conduct regularly, with none of the interviewees able to state when last the Code of Conduct was revised.

Schools B, E and G did not supply me with either an Anti-Bullying Policy or Code of Conduct, despite numerous requests. SEM stated that the Code of Conduct was only on one computer and that it had crashed, causing the softcopy of the Code of Conduct to be lost. SEM stated that he had a hard copy but could not find it. SBM and SGM kept stating that they would email it to me, but this did not happen. The interviewees from Schools B, E and G also indicated that the Code of Conduct was not revised regularly. From the interviews, it can be deduced that Schools B, E and G do not possess anti-bullying policies, nor is bullying adequately covered in the codes of conduct, should such documents exist.

In line with the central research question, the guiding research sub-questions are:

1. How do SMTs implement and manage anti-bullying policies?

School C supplies all teachers with the school's Code of Conduct, and staff are periodically asked to familiarise themselves with the anti-bullying policy, specifically when a spate of bullying occurs. The Discipline Team evaluates the policy annually, and, after consultation with staff and parents, revises the policy as and where necessary.

Schools A, B, D, E, F and G do not have anti-bullying policies, nor do they sufficiently cover bullying in their codes of conduct. Therefore, these six schools have not implemented anti-bullying policies and, as a result, there are no anti-bullying policies to manage.

2. To what extent do SMTs use the workbook, *Addressing Bullying in Schools*, when compiling or adapting their anti-bullying policies?

None of the seven participating schools used the DBE's *Addressing Bullying in Schools* workbook when compiling or adapting their school's Anti-Bullying Policy or Code of Conduct. As stated previously, only School C has an anti-bullying policy that adequately deals with bullying. Although SAM stated she had received a book on bullying from the DBE years ago, it could not be ascertained if this book was the *Addressing Bullying in Schools* workbook. SEM also indicated that he knew of the workbook, but his answer did not point to any knowledge of the workbook. The Heads of Discipline from Schools B, C, D, F and G had not heard of the DBE's *Addressing Bullying in Schools* workbook. This may be a contributing factor to six of the participating schools not having sound anti-bullying policies.

3. To what extent are the anti-bullying policies consistent with the guidelines in the *School Safety Framework: Addressing Bullying in Schools* workbook?

School A does not have an anti-bullying policy, nor does it cover bullying adequately in its Code of Conduct. The rights of the learners are included in the Code of

Conduct, but bullying is not referred to directly. The Code of Conduct states the responsibilities of the learners, making specific reference to bullying, and it states the consequences for bullying. The Code of Conduct does not contain a Statement of Intent; it does not define bullying, nor does it name and explain the various forms of bullying. The policy does not explain why it is important to address bullying, nor does it indicate the procedures to follow when reporting and dealing with bullying incidents. It does not state the responsibilities of staff, parents or the SGB.

School B does not have an anti-bullying policy, and I did not receive any documentation regarding how bullying is dealt with at the school.

School C's anti-bullying policy is largely compliant with the DBE's expectations regarding sound anti-bullying policies, as set out in the *School Safety Framework: Addressing Bullying in Schools Workbook* (CJCP, 2012). It contains a Statement of Intent, defines and explains bullying, names and explains the forms of bullying, states why it is important to deal with bullying and describes the behaviour and characteristics of the victim. The anti-bullying policy also states what the school will do to prevent bullying, the steps to be followed to deal with bullying positively, the responsibilities of staff and learners and includes advice for parents, concerning bullying. However, the policy does not state the rights of individuals in the school community nor the responsibilities of parents and the SGB, the discipline procedure is not included and the possible consequences for learners found guilty of bullying are also not stated. The policy also does not include the procedure to be followed by victims of bullying when reporting bullying.

School D does not have an anti-bullying policy and bullying is not dealt with adequately in the Code of Conduct. The word "bullying" appears once in the Code of Conduct. It names two forms of bullying, emotional and cyberbullying, and the consequences of bullying are stated. The Code of Conduct does not supply a Statement of Intent, bullying is not defined, the various forms of bullying are not named or explained, and the importance of addressing bullying is not explained. The Code of Conduct does not state the rights and responsibilities of learners nor the responsibilities of educators, parents and the SGB. The Code of Conduct does

not include the procedures to be followed when reporting or dealing with incidents of bullying.

School E does not have an anti-bullying policy, and SEM was unable to supply me with the school's Code of Conduct or Discipline Policy.

School F does not have an anti-bullying policy and bullying is only mentioned once in the Code of Conduct and once in the Discipline Procedure document. The rights and responsibilities of learners are included in the Code of Conduct, but neither refer specifically to bullying. The policy includes a description of the procedure that will be followed once bullying has been reported and it includes the possible consequences for learners found guilty of bullying. The Code of Conduct does not define bullying, nor does it name and explain the various forms of bullying. It does not explain why it is important to deal with bullying, nor does it state the responsibilities of staff, parents and the SGB, regarding bullying.

School G does not have an anti-bullying policy, and I was not supplied with any documentation with which to ascertain to what extent bullying is covered in any policy documents.

4. What training are teachers receiving to enable them to understand, identify and deal with bullying appropriately?

According to SAM, SAT1 and SAT2, teachers at School A do not receive training regarding bullying. SBM and SBT2 indicated that no training was offered at School B, but SBT1 stated that, in her eight years at the school, there had been one information session on how to handle bullying, should it occur, but it was not very detailed. SCM stated that internal and external providers trained staff, regarding various issues and indicated that in Term 1 of 2019, the staff received a talk on bullying. SCT2 indicated that bullying was covered three to four times during a staff training session, in the seven years he has been at the school. SCT1 stated that there had not been a training session on bullying in the three years she has been at the school.

SDM, SDT1 and SDT2 stated that no training, regarding bullying was offered by School D. In addition, SEM, SET1 and SET2 indicated that no formal training took place at School E, but that bullying was addressed in staff morning meetings if the need arose. SFM indicated that staff were addressed annually regarding bullying, at the beginning of each school year, and once a term, should the need arise. SFT1 stated that teachers did receive training pertaining to bullying, and SFT2 indicated that they were not specifically trained in dealing with bullying but that bullying was covered in courses on discipline. SGM and SGT2 stated that staff did not receive training regarding bullying, but SGM added that staff were briefed about bullying in morning meetings when the need arose. SGT1 indicated that there had been a training session on bullying, but many years ago.

Staff at all participating schools do not appear to be receiving adequate training to enable them to understand, identify and deal with bullying appropriately.

5. How knowledgeable are teachers regarding bullying and the schools' anti-bullying policies and procedures?

Bar SAM, all Heads of Discipline and all teacher interviewed could define bullying in broad terms. SAM explained bullying in such a way that it rather resembled peer pressure and learners possibly acting against their better judgement to fit in, for example, by not studying for a test because his/her friend said they should not study. The interviewees understand that bullying causes discomfort to the victim, and some were able to identify the various forms of bullying, such as physical, emotional, sexual and cyberbullying. One teacher and one Head of Discipline spoke about suicide being a consequence of bullying, and one teacher referred to learners absenting themselves from school to avoid the bully.

SAT1 and SAT2 stated that there was no policy and neither referred to School A's Code of Conduct, but they did know that cases of physical bullying had to be reported directly to the principal. SBT1 and SBT2 stated that there was no policy, and both interviewees could not explain the correct procedures to follow when dealing with bullying. SCT1 and SCT2 stated that they know, understand and comply with School

C's anti-bullying policy but they do not appear to know the correct procedures to follow when dealing with bullying. SDT1 and SDT2 indicated that there was no policy, but that bullying was covered slightly in School D's Code of Conduct, and neither could explain the correct procedure to follow when dealing with bullying.

SET1 stated that she had never seen a policy and SET2 stated that bullying was covered in the Disciplinary Policy. Neither interviewee could correctly identify the procedures to follow when dealing with bullying. Both SFT1 and SFT2 indicated that they knew and understood what was contained in School F's Code of Conduct, which briefly covers bullying. SFT1 and SFT2 were both partially correct in their explanation of procedures to follow when dealing with bullying. SGT1 had not seen an anti-bullying policy and SGT2 was not aware of their being one. Neither interviewee could correctly explain the procedure to follow when dealing with bullying.

None of the teachers interviewed knew the correct procedures to follow, at their respective schools, when dealing with bullying. Where bullying is covered in the schools' Code of Conduct or Anti-Bullying Policy, three teachers indicated that they knew, understood and complied with the expectations, regarding bullying.

6.4 RECOMMENDATIONS

Based on the main and sub-research questions stated in Chapter 1, the findings discussed in the literature review in Chapter 2 and Chapter 3, the interpretation of data in Chapter 5 and the research conclusions in this chapter, a number of recommendations are made in this section of the study.

6.4.1 Recommendations to the Department of Basic Education

The DBE has developed the *School Safety Framework* and had the CJCP create the *Addressing Bullying in Schools* workbook. The DBE has also created information documents such as *Cyberbullying*; *Challenging Homophobic Bullying in Schools*; *Bullying at School: Tips for parents and schools*; *Management of Physical Violence at School*; *Speak Out: Youth Report Sexual Abuse: A Handbook for learners on how to prevent sexual abuse in public schools* and *Safety in Education: Partnership Protocol between the DBE and SAPS*. However, the participating schools are not

aware of the *Addressing Bullying in Schools* workbook, to which I specifically referred. It is, therefore, possible that schools do not have knowledge of the other documents either. After the presentation of my findings, I make the following recommendations.

Recommendation 1: The DBE should add the *Addressing Bullying in Schools* workbook (CJCP, 2012) to the DBE website as it is not available on the website.

Recommendation 2: The DBE should draft a generic Anti-Bullying Policy to be circulated to all schools and used by each school until a school drafts or amends its own Anti-Bullying Policy to align with the requirements of the DBE.

Recommendation 3: The DBE, through its various provincial education departments, should circulate the *Addressing Bullying in Schools* workbook (CJCP, 2012), in hardcopy and softcopy format, along with a covering letter instructing all schools to draft or amend existing anti-bullying policies to align with the DBE's expectations regarding anti-bullying policies.

Recommendation 4: The DBE should instruct schools to use the Educator and Learner Surveys, which can be found in Part B of *The National School Safety Framework* (DBE, 2016), prior to schools drafting or amending their anti-bullying policies.

6.4.2 Recommendations to the Gauteng Department of Education

As the GDE is responsible for all public schools that operate within Gauteng Province and is expected to promote safety in schools, the following recommendations are made:

Recommendation 5: The GDE should circulate hard and soft copies of the DBE's *Addressing Bullying in Schools* workbook to all Districts, with the instruction for them to be circulated to schools within each district, together with instructions on how to go about drafting or amending the schools' anti-bullying policies to be in line with the DBE's expectations.

Recommendation 6: The GDE should arrange annual anti-bullying workshops, in each District, which must be attended by the Heads of Discipline from each school and one other representative. These representatives should be instructed to present the course to the teachers at their schools.

Recommendation 7: The presenters sourced by the GDE should be experts in the field of bullying in schools, to ensure that the workshops are relevant and practical.

Recommendation 8: The GDE should mandate each District to keep a record of all schools within the District's Anti-Bullying Policy.

6.4.3 Recommendations to Districts

Since the various Districts deal most closely with schools, the following recommendations are made:

Recommendation 9: Districts should circulate hard and soft copies of the DBE's *Addressing Bullying in Schools* workbook to all schools within their respective districts, with the instruction for schools to draft or amend their anti-bullying policies to be in line with the DBE's expectations.

Recommendation 10: Districts should insist that the Educator and Learner Surveys should be completed and used in the drafting or amending of schools anti-bullying policies.

Recommendation 11: Districts should insist that all schools supply their respective districts with a soft copy of their anti-bullying policies.

6.4.4 Recommendations to School Management Teams

As SMTs are responsible for keeping their schools safe as well as managing and amending policies, together with the SGBs, the following recommendations are made:

Recommendation 12: SMTS should familiarise themselves with the DBE's *Addressing Bullying in Schools* workbook and draft or amend their anti-bullying policies to align with the expectations of the DBE.

Recommendation 13: SMTS should use the Educator and Learner Surveys, available in *The National Schools Safety Framework* (2016), to gather data regarding the forms and prevalence of the various forms of bullying at their respective schools, which should be contemplated when drafting or amending the respective school's Anti-Bullying Policy.

Recommendation 14: The Anti-Bullying Policy should be made readily available to staff, learners and parents.

Recommendation 15: Staff training that focuses on all aspects of bullying and how bullying is dealt with at the school should take place annually.

Recommendation 16: Learners should be addressed about the dangers of bullying, the school's stance on bullying, and how they can report bullying.

6.5 AVENUES FOR FURTHER RESEARCH

This study focused on SMTs experiences in drafting and managing anti-bullying policies, also exploring staff training and teachers' knowledge of the anti-bullying policies and procedures to follow when dealing with bullying. As it came to light that the majority of the schools participating in the study did not have anti-bullying policies and did not cover bullying adequately in their codes of conduct, I recommend that the study should be expanded to include schools in other districts and provinces.

As the majority of schools participating in the study did not have adequate anti-bullying policies, studies that focus on the management of bullying in schools may be more relevant than focusing on the management of anti-bullying policies.

This study did not focus on teachers' understanding of the effects of bullying on victims, although a few of the interviewees spoke about the consequences of bullying. This could be included in studies on teachers' knowledge of and attitude towards bullying and their knowledge of procedures to follow when bullying is reported or suspected.

Studies that focus on schools' knowledge of materials made available by the DBE, concerning bullying and the DBE's expectations with regards to bullying in schools may be worthwhile. Due to the schools participating in this study having no knowledge of the DBE's *Addressing Bullying in Schools* workbook or the expectation that each school should possess an anti-bullying policy, evidenced by the lack of such a policy at six of the seven participating schools.

6.6 LIMITATIONS OF THE STUDY

One of the limitations of this study was not receiving any policy documentation regarding bullying from three of the participating schools. I could only deduce what may be stated in policies or whether there may not have been a policy by the responses given by the interviewees during the interview process. A further limitation due to this was that I could only analyse four schools' anti-bullying policies or codes of conduct.

Although I aimed to randomly select two teachers who had taught at the participating schools for over three years, from a list of staff from each school, this did not take place. Some of the principals nominated whom they would allow me to interview and others asked for volunteers on my behalf. This did not allow for a random selection and principals may have selected teachers they felt would answer in such a way as to place the school in a favourable light.

At one of the schools, the interviews took place in the staffroom, with other teachers in attendance. The venue was noisy, and the interviewees may have felt inhibited to answer the questions truthfully, with others in attendance. Only one teacher who had been at the school for over three years agreed to be interviewed and, as a result, I had to interview a teacher who had been at the school for only three months to have interviewed two teachers from the school.

It may have been better to explore teachers' understanding of bullying and their knowledge, understanding and compliance with the schools' requirements for dealing with bullying by means of surveys. In this way, I would have been able to

compare the information supplied by a far greater number of teachers from each participating school, rather than gathering data from two teachers per school.

I made the mistake of assuming all schools were in possession of an anti-bullying policy, which I have since learnt is not the case. This limited the responses to a number of questions, as they focused on the strength, implementation and management of anti-bullying policies.

6.7 CONCLUDING REMARKS

Before embarking on this study, I had no real knowledge of what constitutes bullying, the forms of bullying or the consequences of bullying. I had not considered my attitude, or other teachers' attitudes, to bullying. Not having experienced bullying as a victim or perpetrator, or mother of a victim or perpetrator, it was not an issue I had given much thought. However, as a growing number of parents I met reported that they had removed their children from their previous schools due to bullying, I started considering the impact bullying has on a child.

By immersing myself in the literature related to bullying, I became aware of the dangers of bullying and the importance of schools dealing with bullying effectively, for the sake of the victim and perpetrator alike. The literature I have consulted has made me aware of ways in which to prevent bullying in schools, both practically, by ensuring that pupils are properly monitored, and through education, educating learners regarding acceptable behaviour, respect and the evils of bullying.

This study has taught me much about the responsibilities of SMTs in managing and preventing bullying in schools. It has also highlighted the need for anti-bullying policies to be drafted and implemented in all schools in South Africa as well as the importance of and need for teacher training with regards to bullying.

It is of the utmost importance that schools effectively work to combat and eradicate bullying from all schools, not only in South Africa, but globally, as millions of children grow into broken adults due to bullying.

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Annexure 1: Ethical Clearance Certificate



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Dear Mrs Gerli

Decision: Ethics Approval from
2019/02/13 to 2022/12/13

Ref: **2019/02/13/7155751/35/MC**

Name: Mrs M Gerli

Student: 7155751

Researcher(s): Name: Mrs M Gerli
E-mail address: mignonnevans@gmail.com
Telephone: +27 79 353 4980

Supervisor(s): Name: Prof VJ Pitsoe
E-mail address: pitsovj@unisa.ac.za
Telephone: +27 12 429 4436

Title of research:

The experiences of School Management Teams in implementing and managing anti-bullying policies in public school.

Qualification: M. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2022/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.



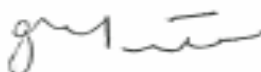
University of South Africa
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Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2022/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

The reference number **2019/02/13/7155751/35/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
 motlhat@unisa.ac.za



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Annexure 2: GDE Permission Letter



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA


8/4/4/1/2

GDE AMMENDED RESEARCH APPROVAL LETTER

| | |
|--------------------------------|--|
| Date: | 25 April 2019 |
| Validity of Research Approval: | 04 February 2019 – 30 September 2019 2018/324A |
| Name of Researcher: | Gerli M |
| Address of Researcher: | 12 Lauriston mews 49 Viking Road Glen Lauriston, 6185 |
| Telephone Number: | 012 809 2879/ 079 353 4980 |
| Email address: | mignonneovens@gmail.com |
| Research Topic: | The experiences of school management teams in implementing and managing anti-bullying policies in public schools |
| Type of qualification | Masters |
| Number and type of schools: | Seven Secondary Schools and One Primary Schools |
| District/s/HO | Tshwane South |

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

 25/04/2019

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za


Website: www.education.gpg.gov.za

above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Enos Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 25/04/2019

Making education a societal priority

2

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Annexure 3: Letter seeking permission to conduct research at selected schools

The Principal
[Name of school]

[Date]

Dear [initials and surname of principal]

Re: Request for permission to conduct research at [name of school]

My name is Mignonne Gerli. I am a student, enrolled for a Masters' Degree in Education – Educational Management, in the College of Education at the University of South Africa.

I am conducting research on the experiences of School Management Teams (SMTs) in implementing and managing anti-bullying policies in public high schools.

My research involves interviewing the School Management Team member responsible for discipline. This is to ascertain how the school's anti-bullying policy was compiled or revised, who was consulted prior to the compiling or revising of the policy and how often the policy is revised. The study also explores the type of staff training offered, regarding bullying and procedures to follow should it occur, as well as how often training takes place. The interview will take no longer than 20 minutes.

I also interview two teachers who have been teaching at the school for over three years, who do not serve on the School Management Team, for the purposes of my study. This is in order to ascertain their understanding of bullying, their attitude regarding bullying as well as their knowledge and understanding of the school's anti-bullying policy. I will require a list of staff members indicating which teachers have been in service of the school for over three years, from which to select two teacher participants. I will ask their permission to conduct an interview with them. The interviews will not take longer than 20 minutes.

In addition, I will be analysing the school's anti-bullying policy against a framework I developed, based on the Department of Basic Education's suggestions and experts in the field's criteria for sound anti-bullying policies.

The reason why I have chosen your school is that I am focusing my study on four public high schools in the Tshwane South region and your school falls within this region.

I am inviting your school to participate in this study, which is to be conducted in 2019. I intend to conduct the interviews during the latter half of February, early March and April. Interviews will be conducted after school hours, at a time convenient for the participants, and will be conducted individually.

The research participants' names will not be included in the study. They will be reassured that they can retract their permission and withdraw from the study at any time during this project without suffering any repercussions. There are no foreseeable risks in participating in this study. Participants will not receive financial compensation, except in the case where we meet off school campus. In such cases, participants will be reimbursed for their petrol consumption.

The names of the research participants and identity of the school will be kept confidential at all times and in all academic writing about the study. Your individual privacy will be maintained in all published and written data resulting from the study.

The research data will be used in my study and may possibly be published in an article. The Gauteng Education Department will also receive a copy of the dissertation. All research data will be destroyed 5 years after completion of the project.

Please let me know if you require any further information. I look forward to your response as soon as is convenient.

Yours sincerely

Mignonne Gerli
12 Lauriston Mews, 49 Viking Road, Glen Lauriston, 0185
mignonneovens@gmail.com
Cell: 079 353 4980 Work: 012 809 2879

Annexure 4: Interview questions for SMT members

INTERVIEW QUESTIONS TO BE POSED TO SCHOOL MANAGEMENT TEAM MEMBER IN CHARGE OF DISCIPLINE

1. How would you define bullying?
2. What procedures were followed when either compiling or revising your school's anti-bullying policy?

If the respondent does not specifically mention using the DBE's ***Addressing Bullying in Schools*** workbook, I will ask whether the respondent is aware of the workbook and, if so, in what way they used it when compiling or revising their anti-bullying policy.

If the respondent does not specifically mention using the **DBE's Educator and Learner surveys**, I will ask if they were used, and if not, how the SMT identified the specific bullying issues at their school or whether they employed a general approach.

3. Does the school have an anti-bullying policy?
If the answer is no, ask the following question:
 - 3.1 What procedure is followed when bullying is noticed or reported?
If the answer is "yes" ask the following question:
 - 3.2 How is the success of the anti-bullying policy monitored and evaluated?
- 4 How often is the school's anti-bullying policy revised? (if there is one)
 - 5.1 Do staff receive training with regards to bullying and their responsibility in this regard?
 - 5.2.1 If so, how often does training take place?
 - 5.2.3 How are staff trained?
6. Do the educators in the school know and understand the school's anti-bullying policy and do they comply with it?
7. How is the SMT able to monitor whether all educators know, understand and comply with the school's anti-bullying policy?
 - 8.1 How many cases of bullying were reported in 2018.
 - 8.2 How were these cases dealt with?
9. What is the SMT's stance regarding cyberbullying?

Annexure 5: Interview questions for teachers not serving on the SMT

INTERVIEW QUESTIONS TO BE POSED TO TEACHERS NOT SERVING ON THE SCHOOL MANAGEMENT TEAM

1. How would you define bullying?

2.1 Has a child or children reported bullying to you?

2.2 Are you aware of a child or children reporting bullying to another staff member?

If the respondent replies “yes”, I will ask how he/she (or the other staff member) responded to the child and situation.

If the respondent replies “no”, I will ask whether he/she believes there is a problem with bullying in the school and ask for reasons for his/her answer.

3.1 Did you receive training with regards to bullying and your responsibility in this regard?

3.2 (If so) When and how often have you received training?

4.1 Do you know what is contained in your school’s anti-bullying policy?

4.2 Do you understand the policy?

4.3 Do you comply with it?

If the respondent replies “yes”, I will ask what procedures need to be followed when a child reports bullying to the respondent or if the respondent identifies possible bullying.

If the respondent replies “no”, I will ask whether he/she was supplied with the school’s anti-bullying policy, and if so, how often and I will ask why he/she does not know and/or understand the policy or if the issues are non-compliance, then I will ask why.

If the school has no policy, ask what procedure is followed when bullying is noticed or reported.

5.1 Are you aware of how many cases of bullying were reported in 2018?

5.2 (If so) How were these cases dealt with?

Whether the respondent replies “yes” or “no”, I will ask why this is the case.

6. How often is the school’s anti-bullying policy is revised?

7. Do you know what procedures were followed when your school’s anti-bullying policy was either complied or revised?

8.1 What is your interpretation of cyberbullying?

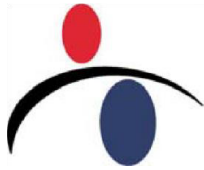
8.2 What is the school’s stance on cyberbullying?

Annexure 6: Framework against which schools' anti-bullying policies were measured

| Number | Component | Yes | No |
|--------|--|-----|----|
| | ITEMS THAT SHOULD FEATURE IN AN ANTI-BULLYING POLICY | | |
| 1 | Does the policy include a statement of intent regarding the school's approach to bullying? | | |
| 2.1 | Does the policy provide a definition of bullying? | | |
| 2.2 | If so, is the definition accurate, according to what is internationally defined as bullying? | | |
| 2.3 | Does the policy state and explain the various forms of bullying indicated below? | | |
| 2.3.1 | Physical bullying | | |
| 2.3.2 | Verbal bullying | | |
| 2.3.3 | Non-verbal bullying | | |
| 2.3.4 | Social bullying | | |
| 2.3.5 | Sexual bullying | | |
| 2.3.6 | Cyberbullying | | |
| 2.3.7 | Only states the various forms of bullying but does not explain | | |
| 2.3.8 | Does not state the various forms of bullying | | |
| 3 | Does the policy state why it is important to address bullying? | | |
| 4.1 | Does the policy state the rights of individuals in the school community? | | |
| 4.2 | Does the policy state the responsibilities of individuals in the school community regarding bullying? | | |
| 5.1 | Does the policy include instructions on which procedures to follow if bullying is witnessed or brought to one's attention? | | |
| 5.2.1 | Does the policy state the procedures to be followed by the victim of bullying when reporting bullying? | | |
| 5.2.2 | If so, are the procedures conducive to ease of reporting? | | |
| 5.3 | Does the policy include a description of the procedures that will be followed by the SMT when bullying is reported? | | |
| 6.1 | Does the policy include the possible consequences for learners found guilty of bullying? | | |

| | | | |
|------|---|--|--|
| 6.2 | If consequences for bullying are stated, are these in line with acceptable punitive measures determined by the DBE? | | |
| 7.1 | Does the policy state, specifically, the school's stance on cyberbullying and how the SMT will intervene in cases of cyberbullying? | | |
| 7.2 | Does the policy cover cyberbullying under the general umbrella of bullying? | | |
| 8 | Does the policy include an undertaking to revise the policy with some regularity? | | |
| | ITEMS THAT NEED NOT FEATURE IN AN ANTI-BULLYING POLICY BUT MAY BE INCLUDED | | |
| 9 | Does the policy refer to leading myths and misconceptions regarding bullying? | | |
| 10.1 | Does the policy indicate the procedure followed when drafting the policy? | | |
| 10.2 | If so, does the policy indicate who played a role in developing or amending the policy? | | |
| 11 | Does the policy offer advice for those who are victims of bullying? | | |
| 12.1 | Does the policy include advice for parents on how to recognise and what action to take if their child is bullied? | | |
| 12.2 | Does the policy include advice for parents on how to recognise and what action to take if their child has bullied? | | |
| 13 | Does the policy supply names and contact details of the person (or persons) to contact who will be able to help all parties involved? | | |
| 14.1 | Does the policy include what professional development (staff training) will take place or takes place regarding the policy and dealing with bullying? | | |
| 14.2 | Does the policy state how new staff members are informed about the anti-bullying policy? | | |
| 15 | Does the policy state whether bullying is dealt with as part of the formal curriculum? | | |

Annexure 7: Editor's certificate



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TO WHOM IT MAY CONCERN

This is to confirm that the thesis titled "The experiences of school management teams in implementing and managing anti-bullying policies in Tshwane-south public high schools" by Mignonne Gerli has been proof read and edited by me for language usage.

I verify that it is ready for publication and / or public viewing in respect of language and style.

Please note that no view is expressed in respect of the subject specific technical contents of the document or changes made after the date of this letter.

Kind regards

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